DOCUMENT RESUME

ED 443 625 RC 022 528

AUTHOR	Harwell, Rick, Ed.; Emmons, Karin, Ed.
TITLE	Proceedings of the 13th Annual International Conference on Outdoor Recreation & Education (Jackson Hole, Wyoming, November 1-6, 1999).
INSTITUTION	Association of Outdoor Recreation and Education, Boulder, CO.
PUB DATE	1999-11-00
NOTE	249p.; For selected individual papers, see RC 022 529-542.
AVAILABLE FROM	Association for Outdoor Recreation and Education, P.O. Box 1829, Boulder, CO 80306-1829; Web site: http://www.aore.org ($35.00).
PUB TYPE	Collected Works - Proceedings (021)
EDRS PRICE	EDRS Price MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	*Adventure Education; College Programs; Higher Education; *Outdoor Education; Outdoor Leadership; Program Administration; Program Development
IDENTIFIERS	*Outdoor Recreation

ABSTRACT

This proceedings contains papers, abstracts of papers, and descriptions of professional development workshops at the 1999 International Conference of the Association for Outdoor Recreation and Education (AORE). Following conference schedules and session information, substantive entries include: "The 1999 National Outdoor Book Awards"; "Opening Key Note Speaker, John Gans"; "The Use of Assessment in Wilderness Orientation Programs: Efforts To Improve College Student Retention"; "Outdoor Education on the Primary Level"; "You Can Do What with a Cattail?"; "Funding Outdoor Programs"; "Decisions and the Environmental-Adventure Model"; "Students: What's out There for Me?"; "Spinal Assessment Guidelines: Do We Need Full Spinal Mobilization for Everyone Who Takes a Fall?"; "About the Association for Challenge Course Technology"; "Outdoor Recreation, the Total Concept"; "The Psychology of Groups: Why Quality and Impartial Leadership Is Critical to a Group's Success"; "Commitment and Enduring Involvement in Adventure Recreation: A Preliminary Study of Whitewater Paddlers"; "Revisiting the Common Adventure Concept: An Annotated Review of the Literature, Misconceptions and Contemporary Perspectives"; "The Common Adventure Model of Outdoor Programming: Philosophical Foundations, Definition and the Effect of Filtering"; "Mozingo Outdoor Recreation/Education Area"; "Outdoor Equipment Manuals: The Development and Use"; "Case Studies in Wilderness Medicine, the Sequel"; "Thoughts on Risk Management in the Recreation Industry: A Different Perspective"; "Effective Teaching Techniques for Outdoor Education"; "Pricing Adventure Products"; "Dehydration, Heat Stroke, or Hyponatremia? The Recognition, Treatment, and Prevention of Hyponatremia Caused by High Exercise Outdoor Activities"; "Outdoor Programs On-Line: Creating a Link with Participants, Staff and Community"; "Leave No Trace: The New Evolution of Wildland Ethics"; "University & Military Outdoor Programs: State of the Art 1999"; "Situational Leadership"; "The Proposed Expanded Class I System of Rating Rivers"; "Obtaining Institutional Access to Federal Lands"; "Teamwork and Teamplay"; "Managing Field Evacuations"; "Outdoor Program Models: Placing Cooperative Adventure and Adventure Education Models on the Continuum"; and "Software for Outdoor Programs." (SV)

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PROCEEDINGS OF THE 13TH ANNUAL INTERNATIONAL CONFERENCE ON OUTDOOR RECREATION & EDUCATION

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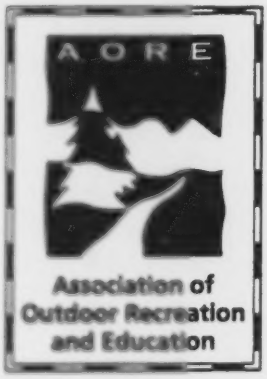

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PROCEEDINGS OF THE 13TH ANNUAL INTERNATIONAL CONFERENCE ON OUTDOOR RECREATION & EDUCATION

ICORE '99 held at the Snow King Resort Jackson Hole, Wyoming, USA November 1-6, 1999

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Published by:

The Association of Outdoor Recreation and Education (AORE)
www.aore.org

Printing of these proceedings has been sponsored by:

BACKPACKER
THE MAGAZINE OF WILDERNESS TRAVEL

Copies of this publication and other AORE publications may be ordered from:

The Association of Outdoor Recreation and Education
P. O. Box 1829
Boulder, CO 80306-1829 USA
303.444.5382
www.aore.org

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RC0225278

CLEMSON
UNIVERSITY

December 1999

Dear ICORE '99 Participant:

Quoting my friend Jim Fullerton, "sharing adventure is an important part of what we do. Educating people about our natural and social world is also an important part of what we do." In this spirit, it is my pleasure to provide you with a copy of the Proceedings from the 13th Annual International Conference on Outdoor Recreation & Education (ICORE), which was held in Jackson Hole, Wyoming, November 1-6, 1999. It was also my pleasure, on behalf of the Department of Parks, Recreation, and Tourism Management at Clemson University, to serve as Chair for ICORE '99. This annual conference serves as the professional development meeting of the Association of Outdoor Recreation and Education (AORE). Special thanks goes to BACKPACKER for assisting with the printing of these Proceedings.

As with any effort of this magnitude, one person can not possibly succeed without a lot of help. I would like to thank the Clemson University planning committee consisting of Jenny Kafsky, educational session coordinator, Susanne Dubrouillet, exhibit hall coordinator, Bob Brookover, pre and post institute coordinator, Karin Emmons, word processing and database coordinator, Robert Taylor, conference assistant, and my friends out west, Jim Fullerton, Rob Jones, Mikal Belicove and others for their assistance.

With 50 educational sessions, twenty-five exhibitors, and 350 participants, it was an exciting few days. Please take the time to read the articles that were written by our volunteer presenters and others willing to share in this Proceedings. Lastly, make plans now for ICORE 2000, in Oxford, Ohio, November 6-12, and if you are not a member of AORE, join today! Have a safe and enjoyable holiday season!

Sincerely yours,

Rick Harwell

Rick Harwell, Chair, ICORE '99 & AORE President

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THE MAGAZINE OF WILDERNESS TRAVEL

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December 1999

To All the Attendees:

Welcome to the 1999 International Conference on Outdoor Recreation and Education. And congratulations to the Association of Outdoor Recreation and Education for coordinating this important gathering. They have once again managed to pull together a very impressive list of speakers and topics. As media sponsor for this prestigious event, BACKPACKER magazine is in good company.

BACKPACKER strives to provide useful information on destinations, techniques, and gear for all individuals heading into the wilderness. One of many programs offered by BACKPACKER is the BACKPACKER scholarship program for college juniors and seniors. Fifteen $1,000 scholarships are awarded in Outdoor Writing and Outdoor/Environmental Leadership. The response to this program has been overwhelming. Another program, "Be a Gear Tester" contest received almost 1,500 entries, many who had been introduced to backpacking through the armed forces. Our goal is to offer a wide variety of programs to encourage continued participation in outdoor activities.

Some of you may recall that BACKPACKER, the magazine of wilderness travel, celebrated its 25th Anniversary last year. It's hard to believe it has been that long. And we continue to grow and improve, thanks in great part to the support from groups such as AORE. Everyone involved in recreation programs in colleges, communities, and on military bases is vital to the continued growth and future of the outdoor community.

It is with great pleasure and pride that BACKPACKER magazine provides the proceedings book for the 1999 Wilderness Risk Management Conference. We hope you enjoy the conference.

Sincerely,

John Viehman
Publisher
BACKPACKER magazine

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13th Annual ICORE Snow King Resort
Jackson Hole, WY

Conference Schedule
(subject to slight changes)

Sunday, October 31, 1999

	Early arrivals / Navy folks arrive
7:00 – 8:00 pm	Registration open – Lobby

Monday, November 1, 1999

7:30 – 8:30 am	Registration open – Lobby
8:00 – 5:00 pm	Navy Meeting – Teton Room
9:00 – 9:00 pm	AORE Board Meeting – Jackson Room
7:00 – 8:00 pm	Registration open – Lobby

Tuesday, November 2, 1999

7:30 – 9:30 am	Registration open – Lobby
8:00 – 5:00 pm	Navy Meeting – Teton Room
9:00 – 9:00 pm	AORE Board Meeting – Jackson Room
8:00 – 4:30 pm	Risk Management Seminar – Timberline II
8:00 – 4:30 pm	Wilderness First Aid (WFA) – Timberline I
8:00 – 5:00 pm	Leave no Trace (LNT) – Timberline III

Wednesday, November 3, 1999

7:30 – 9:30 am	Registration open – Lobby
9:00 – 6:00 pm	AORE Board meeting – Jackson Room
8:00 – 4:30 pm	Risk Management Seminar – Timberline II
8:00 – 4:30 pm	WFA – Timberline I
8:00 – 5:00 pm	LNT – Timberline III
9:00 – 5:00 pm	High Alpine Mega–initiative – meet in Lobby @ 8:51am
1:30 – 6:30 pm	Registration open – Lobby
7:30 pm	Opening General Session:(Welcome, program overview, National Outdoor Book Awards, Opening Speaker – John Gans, NOLS)
9:30 –11:00 pm	Opening social SPONSORED BY NOLS! – Teton room

Thursday, November 4, 1999

7:30 – 8:30 am	Continental Breakfast – Mezzanine
8:30 – 9:30 am	Educational Session Block 1
9:30 – 9:45 am	Break – Mezzanine
9:00 –12:30 pm	Exhibitors set–up – Teton room

Conference Schedule/cont.

Thursday, November 4, 1999/continued

9:45 –10:45 am	Educational Session Block 2
10:45 –11:00 am	Break – Mezzanine
11:00 –12:00 pm	Educational session Block 3
12:00 – 1:30 pm	Lunch in Exhibit Hall – Teton Room
1:30 – 2:30 pm	Educational session Block 4
1:30 – 3:30 pm	Educational session Block 5
2:30 – 3:00 pm	Break in Exhibit Hall – Teton Room
3:00 – 4:30 pm	Educational Session Block 6
3:30 – 5:30 pm	Exhibit Hall open (Scholarship Auction @ 5:00 pm) – Teton Room
7:30 pm	Preview showing of "The Realm" – Grand Room

Friday, November 5, 1999

7:30 – 8:30 am	Continental Breakfast in Exhibit Hall – Teton Room
8:30 – 9:30 am	Educational Session Block 7
8:30 –10:45 am	Educational Session Block 8
9:30 – 9:45 am	Break in Exhibit Hall – Teton Room
9:45 –10:45 am	Educational Session Block 9
10:45 –11:15 am	Break in Exhibit Hall – Teton Room
11:15 –12:15 pm	Educational Session Block 10
12:15 – 1:30 pm	Lunch in Exhibit Hall – Last chance to visit Exhibitors – Teton Room
12:30 – 1:30 pm	Student Luncheon – Lobby
1:30 – 3:00 pm	Exhibitors break down
1:30 – 3:00 pm	Educational Session Block 11
3:00 – 3:15 pm	Break – Mezzanine
3:15 – 5:30 pm	AORE Business Meeting – Grand Room
	Board elections
	Business meeting
	Future ICORE site selection
	Recognition of outgoing Board
	Introduction of new Board
6:30 – 7:00 pm	Reception – Hosted by the Snake River Brewing & Restaurant
7:00 – ???	Closing general session – Grand Room
	Dinner
	Slide Show by the Southern Utah Wilderness Alliance
	Notes on Post conference activities
	Jim Rennie Leadership Award
	Bill March Student Leadership Award
	Thanks to all Speakers
	Closing Speaker – Margo Chisholm
	Book sale and signing by Margo Chisholm

Conference Schedule/cont.

Saturday, November 6, 1999

9 – 1:00 pm	Initiatives on the River – meet in Lobby at 8:46 am
9 – 4:00 pm	Grand Teton hike and GPS training – meet in Lobby at 8:47
9 – Noon	New AORE Board Meeting – Jackson Room
1:00 pm	Memorial service for Paul Petzoldt, St. John's Episcopal Church

#1 – Outdoor Recreation Risk Management Seminar

Tuesday & Wednesday, Nov. 2 – 3, 1999, 8:00 – 4:30 pm both days, conducted by attorney Jim Moss (Timberline II)

This two day seminar is designed to provide an Outdoor Recreation Program with the necessary knowledge and paperwork to protect against a lawsuit and if necessary defend one. The first full day covers releases, waivers, and assumptions of risk documents. These documents are the first line of defense between an outdoor recreation program and a possible lawsuit. The second full day explains how to prepare a risk management plan for an outdoor recreation program. All aspects of risk management for an outdoor recreation program are covered.

#2 – Wilderness First Aid

Tuesday & Wednesday, Nov. 2 – 3, 1999, 8:00 – 4:30 pm both days, conducted by Jim Morrissey of WMA (Timberline I)

This two–day Wilderness First Aid course will be taught by the head of faculty at Wilderness Medical Associates, one of the leaders in wilderness medical education in the world. This course will provide students with a basic introduction to and understanding of emergency and rescue medicine when help is miles away an dialing 911 is not an option. Students will be prepared to deal with emergency situations that involve prolonged patient care, severe environments, and improvised equipment. Topics covered will include patient assessment, body systems, equipment improvisations, trauma, environmental medicine, back–country medicine, and wilderness rescue. The course format will be a combination of both lecture and experiential rescue simulations. Expect one or two rescue simulations with made–up victims and stage blood/injuries.

#3 – High Alpine Mega–Initiative

Wednesday, Nov. 3, 1999, 9:00 – 5:00 pm, conducted by Tim Walther of Grand Dynamics (meet in Snow King Lobby @ 8:51 am)

This exciting mega–initiative is nothing like you have ever done before! Set in the alpine environment of Jackson Hole at 6,000 to 10,000 feet in elevation, participants will be divided into teams and challenged to navigate a High Alpine course through sation checkpoints. Course options will be dependent on weather and may include, 1) a start at the summit of Rendezvous Peak (via the tram) and continuing down 4,000 feet to the base of Jackson Hole Mountain Resort. 2) a course that begins mid–mountain accessed via the gondola, and 3) a course that

stays closer to the base of Teton village. At each checkpoint teams will go through challenging experiential initiatives. Once all the checkpoints have been completed, the group will reconvene to complete on final mega–initiative and celebrate their accomplishments together. Participants must provide lunch, and dress appropriately.

#4 – Leave No Trace (LNT) Trainer Workshop
Tuesday & Wednesday, Nov. 2 – 3, 1999, 8:00 – 5:00 pm, conducted by National Outdoor Leadership School (NOLS) (Timberline III)

This sixteen hour workshop is designed for educators, guides, agency employees and other outdoor professionals. Participants will learn the concepts of LNT and prepare to teach the LNT curriculum in a variety of settings: schools, camps, parks, wilderness and front country areas. Workshop topics will include the underlying LNT ethic and seven principles of LNT. This course will include a combination of field experience and classroom discussion at Jackson's Snow King Resort. Participants who successfully complete this course become official LNT trainers. Enrollment is limited to twelve. Participants must provide their own lodging and meals.

ICORE 1999 Post–Conference Information

Saturday, Nov. 6, 1999

#1 – Initiatives on the River: The Scenic Journey with Tim Walther of Grand Dynamics – 9:00 – 1:00 pm. (Meet in Snow King Lobby @ 8:46 am)

This Grand Dynamics River program combines unique experiential initiatives and the beautiful Snake River for a fantastic river trip. It is the only way to experience the beauty of the Snake River without getting wet. This scenic rafting trip will float through the pristine wilderness of Jackson Hole passing through the largest Great Blue Heron rookery in the United States and the most productive Bald Eagles in the lower 48! This trip will also have the option for a series of experiential initiatives theat can be completed on the raft or on the banks of the Snake River.

#2 – Grand Teton National Park day – 9:00 – 4:00 pm. (Meet in Snow King Lobby @ 8:47 am)

Hiking, GPS training session & outdoor activity stations. This activity day will provide an opportunity to enjoy a hike around alpine lakes at the base of the Grand Tetons. In addition, participants will have a brief overview and hands–on experience on how to use a GPS handheld device. Participants will also be able to experience educational outdoor activity stations organized by Idaho State University, the University of Utah, and Boise State University along the way. Fee includes transportation, & park entrance fee. Participants must provide lunch and warm clothing.

Paul Keisow Petzoldt
January 16, 1908 – October 6, 1999

Legendary mountaineer, environmentalist and founder of NOLS, Paul Petzoldt, passed away on Wednesday, October 6, 1999 near his home in Maine.

There will be a memorial service in Jackson, Wyoming, November 6th, 1999 at 1:00 p.m. The service will be held at the St. John's Episcopal Church. There will be a reception immediately following, for a visit with the family and tributes to Paul.

In lieu of flowers the family has asked that memorials and donations be made to the Paul Petzoldt Legacy Scholarship at NOLS in Lander.

We hope everyone can join us for this memorial and tribute to his life.

PRE-CONFERENCE INSTITUTE

LEAVE NO TRACE TRAINER AGENDA

13th Annual International Conference on Outdoor Recreation and Education
ICORE 1999
Snow King Resort, Jackson Hole, Wyoming, USA
November 2 & 3, 1999

Instructors:
Eleanor Huffines -- National Outdoor Leadership School
Stefan J. Jackson -- National Outdoor Leadership School

Day 1 -- Tuesday, November 2

8:00AM - 9:00 AM	Welcome and Introductions (name, connection to ICORE/AORE, goal for LNT Trainer Course) (SJJ)
9:00AM - 9:15AM	Introduction to and review of course agenda and objectives (Consider elements of an Action Plan, e.g., roadblocks, audience, timeline) (EH)
9:15AM - 9:45AM	Overview of Leave No Trace Program, seven principles, available materials (SJJ) ➢ Plan Ahead and Prepare ➢ Travel and Camp on Durable Surfaces ➢ Dispose of Waste Properly ➢ Leave What You Find ➢ Minimize Campfire Impacts ➢ Respect Wildlife ➢ Be Considerate of Other Visitors
9:45AM - 10:00AM	Role and function of LNT, Inc. and Trainers (EH)
10:00AM - 10:15 M	*Break*
10:15AM - 11:15AM	Teaching Techniques (outside) (SJJ) 5 Pt. lesson plans – Learning styles – Teaching techniques and tactics – Tailoring your presentation to your audiences – Building partnerships Announce participant classes - one principle for Day 2 Classes will be critiqued
11:15AM - 12:00PM	Soft Paths Video (EH)

Leave No Trace Trainer Agenda/cont.

12:00PM - 1:00PM	*Lunch*
1:00PM - 2:00PM	Wilderness Values (EH)
2:00PM - 2:10PM	Drive to Cash Creek trailhead, campground, day use area. Divide into two groups (Bring water, rain gear, layers, class materials)
2:10PM - 4:00PM	Principles classes (EH & SJJ in separate groups): ➢ Plan Ahead and Prepare ➢ Travel and Camp on Durable Surfaces
4:00PM - 5:00PM	Return from Cash Creek and participants prepare classes for Day 2.

Day 2 -- Wednesday, November 3

8:00AM - 8:45AM	Recreation Ecology -- social and ecological impact
8:45AM - 12:00PM	Drive to Cash Creek (bring outdoor gear, water) Principles (participant classes): ➢ Dispose of Waste Properly ➢ Leave What You Find ➢ Minimize Campfire Impacts
12:00AM - 1:00PM	*Lunch*
1:00PM - 3:00PM	Principles (participant classes): ➢ Respect Wildlife ➢ Be Considerate of Other Visitors
3:00PM - 4:00PM	LNT for Climbers
4:00PM - 4:30PM	Talk through Action Plan
4:30PM - 5:00PM	Wrap-up, certificates, return to Snow King.

THE 1999 NATIONAL OUTDOOR BOOK AWARDS

Ron Watters

The National Outdoor Book Award (NOBA) program is a joint project between the Association of Outdoor Recreation and Education (AORE) and Idaho State University. An AORE committee (National Outdoor Book Award Committee) helps direct the award program and organizes a nation-wide panel of judges to select winning books. Idaho State University provides office facilities, secretarial assistance, and much of the financial support of the program.

The award program enables AORE members to keep up with the latest literature in the outdoor field. It also provides public exposure and creates good will for the organization.

Each year, the award program honors the best in outdoor writing and publishing. The year 1999 was a banner year for NOBA. More publishers were involved in the program and more books were entered than ever before.

AORE members serving on the committee include Jim Fullerton, Steve Guthrie, Rodney Ley, Jim Moss, Ron Watters, and Melanie Wulf. A list of individuals serving on the judging panel is included at the end of this article. Additional information on the awards program is available at the NOBA website: www.isu.edu/outdoor/bookpol.htm.

The winners (and reviews) of the 1999 National Outdoor Book Awards are listed below:

History/Biography Category Winner

One Man's Wilderness: An Alaskan Odyssey. By Sam Keith from the *Journals of Richard Proenneke*. Published by Alaska Northwest Books.

Lots of books have been published about intrepid souls who head off into the wilderness, build their own cabin, and live a life removed from civilization. But if you were to pick one, which comes closest to truly describing that experience, this is the book. Richard Proenneke has a refreshingly simple and wonderful outlook on life, and like the warmth from a potbelly wood stove, you can't help but be drawn to him and his engaging story. You'll be there right alongside him on the shore of Twin Lakes, helping him carve out a masterpiece of a cabin, and then settling in with him for a full and introspective life in the Alaskan bush.

Literature Category Winner

The Lost River: A Memoir of Life, Death, and Transformation on Wild Water. By Richard Bangs. Published by Sierra Club Books in conjunction with Random House.

Since the early 1970s, Richard Bangs has been in the vanguard of river exploration. He is particularly known for his bold ventures deep into the recesses of Africa. In nearly a dozen books, Bangs has written of his experiences, but in this book we see and learn more of him than ever before. Primarily this book is about his 1996 pioneering run of Ethiopia's Tekeze River, but the most interesting and telling part of the story is the long, and sometimes tragic, path, which led him there.

Children's Category Winner

The Inuksuk Book. Text and illustrations by Mary Wallace. Published by Owl Books.

An Inuksuk is a stone structure, a type of road sign, used by the Inuits of the Arctic to communicate important information. They show the way when travelers are a long way from home, or warn of dangerous places, or point to a place of reverence. This 64-page book, which

will intrigue children of the pre-teen years, consists of a series of short stories about the Inuksuk and its importance in the Inuit culture.

Nature and the Environment Category (Two Winners)

Washington's Mount Rainier National Park: A Centennial Celebration. By Tim McNulty. Photographs by Pat O'Hara. Published by The Mountaineers.

Mount Rainier, published on the 100th anniversary of the founding of the park, is an absolutely stunning book filled with breathtaking photography. Large format books are often accompanied by dull, inane text, but not this one. The mountain and its surrounding environment are described in beautiful, heart-felt prose. A sensitive and synchronous collaboration between writer, photographer and publisher, this books succeeds wonderfully. Every sacred mountain should have its story so handsomely told.

Islands of Hope: Lessons from North America's Great Wildlife Sanctuaries by Phillip Manning. Published by John F. Blair.

Naturalist Phillip Manning visits ten wildlife preserves in four North American countries, investigating the animals and ecosystems that the sanctuaries protect. In a simple and understanding style, Manning helps readers learn how refuges work, their history and the challenges facing them. There is caution, of course, in the book's message, but mostly the message is of abiding hope for the future.

Instructional/How-to Category Winner

Extreme Alpinism: Climbing Light, Fast and High. By Mark Twight and James Martin. Published by The Mountaineers.

In both temperament and content, this book is a clear departure from past instructional texts in mountaineering--and outdoor texts in general. Directed to accomplished climbers, this a master class for those who risk it all by venturing into some of the most dangerous places in the world. Content of the class: character, attitude, training, fitness, nutrition, clothing, equipment and technique. Class instructional aids: well designed book with graphic and dramatic color photographs throughout.

Nature Guidebook Category Winner

Scats and Tracks of the Rocky Mountains: A Field Guide to the Signs of 70 Wildlife Species. By James Halfpenny. Illustrated by Todd Telander. Published by Falcon Press.

In this book, conveniently sized to fit in the back pocket, nationally renowned tracker, Dr. James Halfpenny helps decipher the signs left behind by mammals, birds, reptiles and amphibians. The 145-page guide is a real bargain and includes clear and understandable drawings and concise descriptions of the scats, tracks and gait patterns of 70 Rocky Mountain species.

Design and Artistic Merit Winner

Wildflowers of the Appalachian Trail. By Leonard Adkins. Photographs by Joe and Monica Cook. Published by Menasha Ridge Press.

From a practical standpoint, this book is a field identification guide of the flora of the 2,100-mile Appalachian Trail--and an excellent one at that. But it is much more than a guidebook. It is a work of art and a feast for the eyes. Wildflowers of the Appalachian Trail is designed with grace and elegance and filled with exquisite, full-page color photographs. It is

rare to find a guidebook where every photograph is perfect, but this is one. If you're hiking or traveling in the Appalachian country, this is one book that you don't want to be without.

Design and Artistic Merit Honorable Mention

Spotted Bear: A Rocky Mountain Folktale. By Hanneke Ippisch. Illustrated by Hedvig Rappe-Flowers. Designed by Kim Ericsson. Published by Mountain Press Publishing.

This enchanting children's book is the story of how bears, some bears, at least, get their spots. It is a wonderfully designed book and beautifully illustrated with Hedvig Rappe-Flowers' rich and colorful paintings. For young children--and adults too--it is certain to provoke wonder and excitement.

Adventure Guidebook Category Winner

Trout Unlimited's Guide to America's 100 Best Trout Streams. By John Ross. Published by Falcon Press.

These are the streams that fire an angler's imagination: 100 of them in 30 states across the US, voted the best places to catch trout by members of Trout Unlimited. The writing in this well organized guide is strong, lively and stylish. It makes you want to grab your rod and hit the road.

Adventure Guidebook Category Honorable Mention

Vermont and New Hampshire Winter Trails. By Marty Basch. Published by The Globe Pequot Press.

Designed for all levels, from consummate winter recreational skiers and snowshoers to beginners and families, Winter Trails covers the best places to snowshoe and cross-country ski in Vermont and New Hampshire.

Outdoor Classic Award

Cache Lake Country: Life in the North Woods. By John J. Rowlands. Published by The Countryman Press.

This book, first published in 1947, carries the reader back to an earlier, simpler time in the twentieth century. It's about John Rowland's life on Cache Lake, a lake located in forests of northern Ontario reached only by canoe. Rowlands writes of the seasons, the wildlife, and his explorations with nearby northwoods neighbors including a Cree Indian chief and an artist. The book is interspersed with descriptions and drawings of Rowland's hand-made backwoods inventions and woodcraft projects of all manner and shape. Full of a down-to-earth eloquence and commonsensical backcountry wisdom, it's a cozy and heartwarming book to curl up with.

Works of Significance in the Outdoor Field

Although the following books entered in this year's contest were not selected as winners, the judges wanted to recognize their value and importance in the outdoor field. All of them have gone through multiple editions and printings. And all are tried-and-true books that have done much to make outdoor skills, techniques and the outdoor experience more understandable.

Walking Softy in the Wilderness: The Sierra Club Guide to Backpacking by John Hart. Literate, environmentally sensitive, and chock full of valuable advice, John Hart's book is one of the finest texts ever published on backpacking.

Kayaking: An Animated Guide of Intermediate and Advanced Whitewater Technique by William Nealy. Quirky, creative, humorous, and uncommonly useful, this book is a classic in the whitewater kayaking world.

How to Rock Climb by John Long. Now in its third edition, John Long's plain-speaking book remains the standard text of rock climbing technique.

Expedition Kayaking by Derek Hutchinson. Thirty-year sea kayaking veteran and inveterate expeditioner, Derek Hutchinson, tells how it's done in this, the fourth edition of his colorful and eminently instructive book.

Cowstails and Cobras II: A Guide to Games, Initiatives, Ropes Courses & Adventure Curriculum by Karl Rohnke. Penned by one the great innovators of the experiential education field and stuffed to the brim with adventure games and initiatives, this immensely resourceful book is an outdoor education classic.

List of 1999 Judges

Jerry Dixon, Seward, AK. - Biologist, former smokejumper, guide, author (South Fork of the Salmon: Wild and Free), teacher of gifted children, and Alaska's Christa McAuliffe Fellow.

Laura Erickson, Duluth, MN. - Ornithologist (600 birds on her life list), contributing writer for Minneapolis Star-Tribune and Northlife Magazine. Winner of the 1997 National Outdoor Book Award for her work Sharing the Wonder of Birds with Kids-and Dave Barry's bird and tapeworm advisor.

Jim Fullerton, Pocatello, ID - Former Outdoor Program Director at University of Nebraska. Past President of the Association of Outdoor Recreation and Education. Current Leadership Training Coordinator at Idaho State University.

Steve Guthrie, Unity ME - Associate Professor in Outdoor Recreation at Unity College. Former Board member of the Association of Outdoor Recreation and Education.

Kristin Hostetter, Portland, OR - Equipment Editor for Backpacker Magazine. Outdoor Columnist for Seattle Post-Intelligencer, and soon to undertake her greatest adventure: motherhood.

C. J. King, Carbondale, CO - Product Developer for North Face, Inc. Former guide and facilitator for the Road Less Traveled, an Illinois program providing wilderness experiences for teens. Trip coordinator for Miami University Outdoor Program in Oxford, Ohio.

Rodney Ley, Fort Collins, CO - Coordinator of the Outdoor Adventure Program at Colorado State University. Has also worked in outdoor retail (10 years) and is the former owner of a backcountry yurt system.

Rich Martin, Los Angeles, CA - Journalist. Outdoor Book Columnist for the LA Daily News. Editor with the Hollywood Reporter. Winner of several Associated Press honors. Presently at work on a novel and screenplay.

John Miles, Bellingham, WA - Director of the Center for Geography and Environmental Social Sciences, Huxley College, Western Washington State. Executive Editor of the Journal of Environmental Education. Author/Editor (North Cascades, Guardians of the Parks and Adventure Education, etc.).

James Moss, Lakewood, CO - Outdoor Industry Attorney, author (Lawyer's Adviser), organizes outdoor liability workshops for such groups as the Western River Guides, Professional Paddlesports Association, Boy Scouts of America, Wilderness Education Association and federal land agencies.

Jim Paruk, Quincy, CA - Professor of Biology at Feather River College, California. Author of The Sierra Nevada Tree Identifier. Currently working on a collection of nature writings.

Mark Reynolds, Oklahoma City, OK - Publisher of Adventure Travel Magazine. Owner of Wilderness Expeditions, International. Former outdoor education professor at Mid America Bible College.

Rick Silverman, Telluride, CO - Director of the venerable Telluride Mountainfilm Festival.

Ann Weiler Walka, Flagstaff, AZ - Naturalist and guide for the Museum of Northern Arizona, Canyonlands Field Institute, and Four Corners School. Writer and nature poet (Waterlines: Journeys on a Desert River).

Jerry Watt, Kent, WA - Product Manager and national book buyer for REI. Jerry tracks 3,021 outdoor books and maps at 50 REI stores and has a book budget of over $9,000,000.

Ron Watters, Pocatello, ID - Chairman, National Outdoor Book Awards. Author of seven outdoor books (Never Turn Back, Ski Camping, The Whitewater Book, etc.) Formally, Director of the Idaho State University Outdoor Program (25 years).

Melanie Wulf, Geneva, IL - Full-time mom. Former director of the Outdoor Program at Texas Tech University in Lubbock (5 years). Has worked in outdoor retail at REI--Oakbrook. Holds a Masters in Outdoor Education from Northern Illinois University.

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OPENING KEY NOTE SPEAKER

John Gans

Welcome to Wyoming! Its great you chose our state for your conference. I also want to congratulate AORE on your amicable split from ORCA and your continued good work.

Before moving, into my more formal remarks for the evening, I want to take advantage of this podium to pay respect and recognize NOLS founder Paul Petzoldt. Paul gave us 91 years as an educator, a climber extraordinaire, a conservationist and an innovator. He started NOLS, the Wilderness Education Association (or WEA), what is now the Exum Guide service in Jackson Hole, and started a colorful series of debates on outdoor recreation, conservation and education. He left an indelible mark upon our school and as founder was a keen mentor to 50,000 staff and students who have gone on to play key roles in conservation and in their communities. Paul developed the concept of "outdoor education, forever giving the world a gift."

I would like to invite all of you to a memorial service on this Saturday at St. John's Episcopal Church here in Jackson at 1:00 p.m. Please stop by the NOLS booth or ask us if you need any more information.

I'm going to focus my remarks on a couple of areas this evening. First, addressing future trends and how they will influence the future of outdoor recreation and education, and second, a few tips for individuals and organizations to most effectively move into the uncharted waters of the future. And, I promise to do it all without ever again saying the "New Millennium," the turn of the century, or Y2K.

But I want to start by demonstrating a point. I want you to partner up with the person next to you, preferably choose on a side where you don't know the person (there will probably be the need for threesomes). Now, introduce yourself briefly. Now one of you must play the role of palm reader; take your partner's palm and tell them something about their future that you really believe will happen in the next 10 years and then change roles with your partner and repeat.

While I have no idea what all of you now professional palm readers came up with, I suspect that the majority of prognostications will actually come true. My point here is that the biggest key to reading the future is taking the step of thinking about it. We probably all have more potential to read the future than we give ourselves credit for!

Most of you are probably aware and have heard of many of the trends we will face in the future, but let me review a few anticipated changes:

- The impacts on wilderness and outdoor areas are increasing. And with more people using the outdoors, resource managers will tend to compensate by adding restrictions.
- While it has slowed,.... population continues to grow and the demographics are changing. In the developed world the baby boom generation is aging and the NET generation (now under 20) will exceed the baby boom generation in size. This obviously leads to a growing older population and a bulge of young people approaching college age. If your programs appeal to either of these groups, it could mean growth for your program.
- In the U.S. our population will become significantly more diverse. Nearly 40% of the population growth from now to 2010 will be Hispanic, and they will be the largest minority group. By 2010, only 2/3 of the U.S. population will be white. Our programs and outdoor recreation must become more diverse to remain viable and relevant.

- Technological advances will continue to explode and will affect outdoor recreation and education. Truly the information age has replaced the industrial age.
- The number of double income workers continues to grow which will continue to lead to a situation where time is a very precious commodity. Convenience will be a big selling point. None the less, the appeal of leisure and adventure will continue to increase.
- Products and services will more often be brought right to the consumer or learner. There will be fewer people in the middle. One example of this is the trend among travel agents where the airlines continue to reduce commissions and are aggressively pushing people to book their tickets over the Internet.
- With the size of the 25 - 44 age group decreasing, we will find that locating and retaining the right employees will become a bigger and bigger challenge. The competition for quality employees will only go up! This is a huge challenge for us as it is very difficult for all of us to compete when it comes to writing paychecks!!
- The way we live, the way we work and the way we study are all becoming more indoor and urban oriented. This trend will none the less, drive interest in outdoor recreation activities. While demands will grow, we will also see increases in artificial environments for what were traditionally outdoor recreation pursuits - for example climbing walls, roll tanks, etc.
- Government deregulation is a myth!! Since the "Reinvent Government Initiative" that Al Gore led, the Federal Register (which is where proposed rules and regulations are published) is up over 50% to 72,000 pages. I guess you could say it's a trend for more regulation and less trees! Specifically in the outdoors, more environmental damage, less wild space available, and more human accidents - coupled with less financial and people support for our land management agencies, will only lead again to more regulation.
- Litigation will be a key driver in our decision making process in western cultures. Keep in mind that the U.S. has more lawyers per capita than any other nation in the world.
- The debates on the future of public lands and wilderness will only grow more contentious and the battles over appropriate recreational use of public lands will grow. You will hear more comments about public lands being "Commercial Free" - referring to no use by many of the programs in this room. You will also hear more often, of recreation as the new commodity use of public lands that people are concerned about. With less debate over logging and mining the debates may focus on us!
- The expectations will only increase for professionals in outdoor education to have and implement the best information on field practices and procedures. Our society now has extremely high expectations for information. Keep in mind that one single issue of the Sunday New York Times today, probably contains as much information as a person was able to obtain during a lifetime back in the 1700's.
- Education and business are becoming more global all the time. Even if you only operate in the U.S. or in Canada, you must expand your thinking with a global approach.

So, that's a lot of talk about trends and the future but you're probably asking about now, "what do I do about it." You may even feel skepticism about our ability to predict the future and/or any coming trends. So while that skepticism is warranted, it should not stop us from looking out and being watchful of coming trends. Your conference theme of, "On the Edge" raises the image in my mind of being on a summit ridge.... In this case a summit ridge buffeted by the winds of change, and trends of the future. When on ridges the inclination is always to

look down at your footing.... You forget the exceptional views and clear vision you have when you force yourself to look up and out. So as you feel on the edge, with future challenges, remember to look out and into the future.

A second key for any organization or individual is working with the future, as it develops. It always amazes me that organizations that have accurately foreseen the future have still failed to benefit, because they have not taken action on their predictions. In contrast, there have been companies and organizations that have guessed totally wrong about future trends, but they have still been successful due to constant adjustments of their course. My outdoor analogy for this is the decision making process of a peak climb. While the decision in the morning about whether or not to climb is certainly important, it is not the most important decision. What is most important, is working with that decision throughout the climb as the weather changes, the snow conditions unfold and you get a chance to see how your group is doing. Success goes to those who continue to work with their decisions and adapt to the constant winds of change! Once again, going to your theme, it is about constant Reappraisal!!

In order to be effective at working with change and the future you need to build change skills and innovation into your organizations. The majority of individuals do not like change, and not surprisingly change can be a lightning rod for many organizations. To be innovative and successful you must know what is CORE focus to your organization. While you should not mess with your core, if you are to meet the challenges of a changing world, you must be willing to change everything but your CORE focus. All too often organizations will change their focus with "mission creep," but they would never change the type of coffee they drink, the type of socks they buy or the color of their vans. Organizations too often get it all backwards! At NOLS we have certainly had our own struggles with issues of change. I can recall really charged debates where we struggled extensively over an issue that was clearly not core to our organization. For example, when the first computers showed up in the office there was concern that the arrival of the computer was going to ruin the school. I also remember the pitched debate about selling some antique furniture in the Noble Hotel we base out of in Lander. We also had a marathon debate about whether it was necessary to start every fall semester in the Rockies with a mountaineering section versus a kayaking, or horse packing section, etc. Clearly the school had no core ideology against technology, or about furniture, or the order of the sections of a semester. These were items we had to be willing to change, but they none the less became challenges fed by tradition.

To be a leader in your field and to deal effectively with the future you must put in place a drive for change and a drive to be contemporary. You must push past discomfort with change, as few organizations are naturally inclined to embrace change -- even though the world they live in is changing all the time. After all, you do not want to be the biggest company in the typewriter repair business as you face the information age.

Another key to innovation and dealing with the future is the willingness to be on the edge! Are you willing to fail, are you willing to take a risk? While it is essential that we work hard on risk management in the field, it is equally essential that we take risks as we create the future of outdoor recreation and education. Indeed, while I wish you all a great deal of individual and organizational success, I also wish you tension and struggle, and I also wish you failure. But, I hope your failure sends a cry of exultation across the sky. I hope men and women in pubs around the world raise their glasses and sing songs celebrating your commitment to innovation!

While I have talked a lot about looking toward the future and adjusting to trends, my comments would be incomplete if I didn't state that you don't have to follow EVERY TREND! There is always some room for the contrarian and the maverick -- especially if you live and work in Wyoming. As a personal example of this, while time and convenience are becoming more important, NOLS continues to thrive by concentrating on long, expedition length courses. While the trend is delivering products and services to the consumer, at NOLS we still require the

vast majority of our students to travel off the beaten path to places like Lander, Wyoming. But, I caution you all that when you buck the trend, you should be aware of what you are doing and make it a conscious choice!

I personally feel another mistake many people make in reacting to trends has to do with technology. Clearly you live in a time marked by E-mail, the Web, and computer networks. A double click can carry you around the world and provide a wealth of information at your fingertips. You are truly pioneers on this amazing network! While amazing -- please remember that the most amazing and valuable network in your future will be your network of friends, family, colleagues and community. It takes more than a double click to build community. Put time into your friends, family, colleagues, and community. Truly they are what is most important.

With the many challenges we face, I believe it is essential that we better understand and convey the benefits and outcomes of our programs. We also need to better convey the benefits our programs give to wilderness and the outdoors and have that understood by our students, staff and land managers. We must no longer be seen as users, but rather givers. We talk a lot about the physical impacts of recreation use, but we do not talk enough about the beneficial impacts to wilderness and our program participants. We talk about risk/benefit balance in teaching climbing and kayaking. But with the wilderness we mostly talk about the risk and not the benefit. Land managers will increasingly scrutinize the access requests of those programs that are only recreational in purpose!

Our programs do wonderful things for people and society. They teach leadership, teach recreational skills for a lifetime, raise physical fitness levels, teach teamwork, build a land ethic, and build confidence. But we need to do a better job of promoting the value and relevance of our programs!

I was again hit with the uniqueness of outdoor education and recreation programs when my daughter started kindergarten a little over a year ago. Let me share a few observations from that.

*My daughter, Mara, was in a class of 20 students and I would add that one of the students was blind. Meanwhile the average course size for us and for many of your programs is about 10. Class size in your programs will likely be the smallest that participants see in their formal education - yet we seldom tout it when talking about our programs.

*With 20 students my daughter had one teacher while the ratios in our programs are often closer to 1 to 4. Once again, this ratio is unprecedented in education and provides a rare opportunity for our students. Our students not only learn outdoor skills, conservation and leadership, but they also find their program leaders can be mentors and guide them for a lifetime.

*When I drive Mara home each day I always ask her what she did that day in school? After about the first week her standard response became, "The same thing as we always do!" In contrast, when asking NOLS students about their experience, I don't believe I ever heard that answer. Even though there is a certain repetition to hiking all day with a pack, the lessons are none the less always different. All of our programs are always fresh and prepare students for later experiences of a deeper and more expansive quality.

*On a drive home one night I asked my daughter if she got tired on really busy days. She emphatically responded that, "Being really busy, doesn't make her tired - it makes her more awake!" Truly we make our students more Awake -- our programs are active and experiential education. They demand involvement.

*My daughter talks about recess and how many times and for how long they get to go outside during the day. Our participants are almost always outside in amazing country that provides its own lessons. Our participants truly experience the places and people they visit.

*Mara has a calendar and schedule that covers what she is doing for the next month. Meanwhile we sometimes don't even know where our students have been for the last four days.

We may have learned how to clone sheep, but we will never be able to clone the experiences in our programs. Our outcomes for various programs are amazingly similar, but our paths to get there are different for all of our participants.

*According to Steve Kellert, a Yale Researcher, who studied outdoor education programs, "The majority of our graduates rate our courses as 'one of the best' experiences in their life." When our alumni rate us more than six years after their graduation, even a higher percentage rate it as one of the best of their life.

Indeed, there is a uniqueness, specialness and significance among all the outcomes from our programs. ***We need to celebrate that fact and spread the word!***

Futurists are saying that education is no longer about the 3 R's - reading, writing and arithmetic -- but rather the 3 C's - computing, communication and creativity. I think it's time for all of us in this room to define an even different future using outdoor education and recreation; the future of the 6 C's -- Competence, Confidence, Community, Camping, Communication and Conservation.

Thank you for listening and have a great conference!!!

Biographical Sketch

John Gans has spent his entire career in outdoor education and recreation. For the past four years he has served as the executive director of National Outdoor Leadership School (NOLS). He originally started working with NOLS in 1981 as a faculty member, and, since that time served as director of the NOLS Alaska school, as Marketing and Admissions Director and as Operations Director. His work in outdoor education has carried him around the world.

Before coming to NOLS, he worked with colleagues to start Baker River School, an alternative and experiential high school in New Hampshire. He was also a founder and past president of the Prince William Sound Recreation Association and a Vice President and Board Member of United Sanctuary Fund.

He lives in Lander, Wyoming, with his wife, Stephanie and two children.

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ASSET PROTECTION PLANNING

James Moss

Program Description

In the past this topic was called "How to Incorporate your Business" however new products have been created offering greater flexibility and protection to outfitters and commercial companies in preventing creditors of lawsuits from destroying their company. Besides new products, new laws have been enacted affecting how old business should do business. Without staying current in these new changes, once was an effective wall against a lawsuit is now a sieve, filtering out only frivolous cases.

Biographical Sketch

Jim Moss is a risk management consultant and attorney. Mr. Moss is the author of the *Lawyer's Advisor*, a handbook for consumers and attorneys on how to deal with one another, published by ICS Books. Mr. Moss consults with service oriented industries to decrease their chances of being sued. He specializes in outdoor recreation law and insurance defense for the outdoor recreation industry. He has been published in numerous publications including *Outside Business, the Outdoor Network* and *Proceedings of the International Conference on Outdoor Recreation*. He has been quoted in the *Wall Street Journal*, the *Denver Post*, and the *Rocky Mountain News*. He has made presentations to Colorado attorneys in continuing education courses, the Western River Guides Association, the Professional Paddlesports Association, the Boys Scouts of America, the International Conference on Outdoor Recreation, the Wilderness Education Association, and federal land management agencies.

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THE USE OF ASSESSMENT IN WILDERNESS ORIENTATION PROGRAMS: EFFORTS TO IMPROVE COLLEGE STUDENT RETENTION

Shayne Galloway

The retention efforts of colleges and universities today combine a wide range of activities designed to ease students' adjustment from life before the university to life within the university (Upcraft, 1993). These activities center around social, academic, and behavioral domains of development. Social domains include positive peer group development, improved decision-making skills, and increased cultural sensitivity. Academic domains include development of career plans, setting student expectations with actual university offerings, and increased interest in academics. Behavioral indicators, such as grade point average, self concept, motivation, and locus of control, may be assessed to indicate student transition to the university (Gass, 1987; O'Keefe, 1989). Most orientation programs use traditional classroom or campus settings to orient students in these areas.

A number of schools utilize wilderness orientation programs to improve student retention and research indicates some positive impact (Gass, 1986). Wilderness orientation programs exist in a number of forms. Adventure-based activities might include rock climbing, backpacking and hiking, caving, and canoeing. Wilderness living skills may also serve as subject matter. Despite growth in the number of programs, the body of research on wilderness orientation is limited and calls for additional study and assessment of such programs (Gass, 1986). Assessment in wilderness orientation may be performed to identify outcomes such as: increased grade point average, self-concept, completion of a degree program, or other variables associated with retention. However, little is known regarding assessment techniques used by such programs (Berman & Berman 1996).

These assessments may aid programs in determining student development in social, academic, and behavioral domains, which are related to a successful transition to college. This knowledge will assist wilderness orientation professionals by clarifying the use of assessment, as well as identification of commonality among programs. The findings of this research will provide important guidance for wilderness orientation programs in terms of program development, resource allocation, and accreditation efforts. The main research questions of this study are the following: What are the program goals of wilderness orientation programs? What is a current description of the wilderness or outdoor activities in wilderness orientation programs? What social, academic and behavioral domains are assessed by wilderness orientation programs? What are the methods of assessment utilized by wilderness orientation programs to determine program success with regard to variables associated with retention (i.e. social, academic and behavioral domains)?

Methods

This descriptive study utilized a mail out-mail back questionnaire and employed the Dillman methodology (Dillman, 1978) in order to generate the highest number of responses. The study solicited responses on selected variables relating to program description, program goals, and assessment methodology. The instrument was reviewed by a panel of experts (N=10). The survey instrument was mailed to the individual identified as the director of the

wilderness program. Data was collected during the months of March-May 1999 and the survey returned a response rate of 64% (N=57).

The social domains include: positive peer group development, improved small group skills, reduced stereotyping, increased cultural sensitivity, increased student satisfaction, adjustment and maturity, and having fun. Academic goals include: development of career plans, positive interaction with faculty, increased interest in academics, preparation for college academics, setting student expectations with actual university offerings, improved decision-making skills, enhanced student leadership skills, and epiphany among participants. Behavioral domains are: grade point average, self concept, motivation, locus of control, sense of community, and activism. Participant responses were also sought on indications of the use of pre-assessment, debriefing, feedback during a program, use of evaluation by program leaders and participants, and longitudinal tracking of participant performance (O'Keefe, 1989; Gass, 1986).

Subjects and Data Collection

Subjects of the study were identified via formal channels: professional associations (Association for Experiential Education, National Orientation Directors Association) and previously published research on wilderness orientation. Subjects were also identified through informal electronic inquiry. Each subject was identified as director or supervisor of an orientation program for incoming college freshmen with the goal or aim of improving the student's adjustment to university life utilizing wilderness experience as a significant portion of the program content. The population this study included 92 collegiate wilderness orientation programs in the United States. This list was verified via individual phone calls to each school confirming the existence of the program and the name and address of the person responsible for the administrative and operational direction of the program in question.

Descriptive Statistics

Data analysis was segmented as follows: program goals, use of assessment, administrative demographics, and operational variables. Program goals shared by most programs (f>28.5) are: positive peer group development (f=56), improved decision-making skills (f=39), improved small group skills (f=50), increased student satisfaction (f=38), adjustment and maturity (f=45), having fun (f=56), enhanced student leadership skills (f=42), and enhanced self confidence/self-esteem (f=51).

A second cluster occurs naturally within the program goals; reduce stereotyping (f=28), increased cultural sensitivity (f=25), positive interaction with faculty (f=25), preparation for college academics (f=24), setting student expectations (f=23), epiphany among participants (f=21), and increased interest in academics (f=17). Although leave no trace/wilderness living skills (f=11) was not included as a program goal on the survey instrument, 19.3% indicated it as a goal.

Ranked program goals (1-5) were weighted according to their selection. Goals selected in G1 were multiplied by 5 (G2x4, G3x3, G4x2, G5x1). The resulting scores were summed to provide a relative scale for program goals across all ranked goals. Positive peer group development (179),enhanced self-confidence/self-esteem (105), and having fun (105) exhibited the greatest relative frequency followed by adjustment and maturity (88). Enhanced student leadership skills (54), improved small group skills (51), and increased

student satisfaction (51) form a second cluster of weighted goals. Program goals directly related to academics hold much lower relative standing in ranked goals.

Assessment in Wilderness Orientation

Assessment of program performance was measured across goals ranked by respondents as the top five goals in order of importance. For each ranked goal, respondents indicated the method by which performance on that goal was measured by selecting from the available list or writing in another method. Assessment methods indicated were: pre/post program questionnaire, post-program written survey, informal discussion with leaders, formal discussion with leaders, formal discussion with leaders, exit interviews with participants, group discussion with leaders and participants, and other.

The assessment methodologies most frequently used are group discussion with leaders and participants, formal discussion leaders, informal discussion with leaders, and post-program written surveys. Methodologies written in by respondents include the use of focus groups, use of journals, written papers, and retention tracking. Use of similar assessment methodology appears to be common across goals, suggesting that goal characteristics play a minimal role in the selection of assessment strategy.

The sample was queried as to the type of assessment utilized before, during, and after the wilderness orientation program. The most frequent methods used were the provision of program leaders with the specific goals of the program and the use of formal staff debriefings following the program. Secondly, programs sought assessment most frequently from leaders and participants following the program via informal discussion. Assessment was sought least during the program and student performance following a wilderness orientation program was tracked by 30 percent of programs. This information was accessed via the following questions. Were program leaders provided with information regarding the specific goals of the orientation program (96.5%)? Was pre-assessment or needs assessment performed on this group of incoming students (21.1%)? During the course of this program did you receive assessment of the individuals in the course (15.8%)? Did the program solicit assessment from program leaders following the program (80.7%)? Did the program solicit assessment from program participants following the program (77.2%)? Does the program track student performance following participation in the program (29.8%); and were formal debriefings held with program staff following the program (89.5%)? Each assessment action was given equal weight and combined into the following scale: 1=minimal assessment action to 6=maximum assessment. Leader instruction regarding the specific goals of the program is included as a gauge for the establishment of program goals prior to the beginning of the program. Programs indicating assessment levels of 4 and 5 (70.2 percent of all programs) indicates that a significant amount of assessment activity occurs. Eleven programs indicate assessment levels less than 4 (21.1%).

Program Operations

Wilderness orientation programs vary across several operational factors. These variables include program length, time spent in wilderness or outdoor setting, activity, number of participants, and requirement of participation. Activities utilized by wilderness orientation programs most frequently (f>23) include group process, fire-side discussion, backpacking, camping, camp cooking, journaling, low-ropes challenge, day hike, rock climbing, map and compass, canoeing and community service. Wilderness orientation programs length of time in a wilderness or outdoor setting varied with the majority of

programs (N=40) spending from 80 to 100% of their time outside. Nine programs indicated spending less than 60% of their time in a wilderness or outdoor setting.

The number of program participants ranges from N=6 to N=975. Eighty-four percent of all programs have participant levels less than N=250. The total student participation for respondent programs (N=57) is 8,378 for the 1998-1999 school year. Wilderness orientation programs also reported a range of length or duration of the program. Programs with a length of 2-3.5 days (f=16) and 4-5.5 days (f=16) and 6-8 days (f=14) encompass most programs. Longer orientation programs, lasting from 9 to 26 days, accounted for only 12 percent of responding programs. Programs lasting 3, 5, and 6 days occurred most frequently.

Administrative Demographics

Several questions were posed regarding program administrative structure, with emphasis on the administrative head of the wilderness orientation program. There is a range of administrative location, leader title, education level, percent of position dedicated to the program, and contractual agreements with outside organizations for the operation of the program.

Analysis of program administrative location indicates a division between multiple administrative locations as well as a range in the variety of administrative locations. One-third of programs can be found in single administrative locations such as student activities (f=2), residence life (f=1), an academic department (f=9), a retention management unit (f=10). One third indicate location within an outdoor program (f=16). The remaining third of the programs indicate joint operation with an outdoor program and one of the locations in the first third.

Universities do not, as a whole, require students or faculty to participate in wilderness orientation programs. Schools reporting that all (f=10) or some (f=2) students were required to participate comprised 21.1 percent of all responding programs. Fewer schools require that faculty participate in wilderness orientation programs. Schools reporting that all (f=1) or some (f=4) faculty were required to participate comprised 8.8 percent of all responding programs. The position title of the administrative leaders of responding programs for most programs (56.2%) is director (f=23) or assistant director (f=9) while coordinator (f=11) accounts for 19.3 percent of all programs.

The education level of program leaders indicates that most program leaders possess an advanced degree with masters (f=28) and doctoral (f=4) degrees held by 56.1% of all program leaders. More than one-third of all program leaders held an undergraduate degree (f=21). Two-thirds of respondents indicated that less than 30 percent of their position was dedicated to the wilderness orientation program. Respondents whose position is 70 to 100 percent dedicated to the program accounted for 14.1 percent of all programs. Three-fourths (f=43) of responses indicate that the program was operated solely by the university. Twelve programs indicated that an organization outside the university was contracted for the wilderness orientation program.

Discussion

The findings of this study indicate variance among wilderness orientation programs. This variety occurs in program goals, assessment methodology, and operational and administrative factors. Most programs support pro-social goals such as positive peer group development, enhanced self-confidence and self-esteem, and having fun. Academic goals such as easing transition to college and increased interest in academics were held by far

fewer programs. Assessment in wilderness orientation programs occurs mainly as group discussion with leaders and participants and informal discussion with leaders. Less frequently occurring are formal discussions with leaders and use of post-program written surveys. Programs typically assess all of their goals using the same assessment methodology for all goals. Most programs do not access assessment information throughout the wilderness orientation experience.

Group process, fire-side discussion, backpacking, camping, camp cooking, journaling, low-ropes challenge, day hiking, rock climbing, map and compass, canoeing and community service are activities utilized by most wilderness orientation programs. A wide range of activities was reported. Seventy percent of programs spend most of their time in a wilderness or outdoor setting and the duration of most programs is between three and six days. There is a range of administrative location, leader title, education level, percent of position dedicated to the program, and contractual agreements with outside organizations for the operation of the program. The findings of this study indicate that most program directors possess advanced academic degrees; however, time pressure may prevent most from developing an in-depth assessment regimen.

A review of the goals of wilderness orientation programs reveals a social versus academic emphasis. If the intent of the program is to develop a social network among students in order to limit the social stress of beginning a college career then this emphasis is justified (Mullendore & Abraham, 1993). However if the goal of the particular program is to enhance the student's orientation to academic endeavor, construct intellectual ties, and adjust student expectations this social emphasis may need to be reviewed or altered (Mullendore & Biller, 1993). Pro-academic goals such as improving decision-making skills, reducing stereotyping and development of career plans are not supported by most programs. There also appears to be a discontinuity between the nomenclature of wilderness orientation and the apparent lack of goal emphasis on leave no trace/wilderness living skills among programs. This becomes a concern when considering the large number of participants in some programs and the impact that these participants must have on the natural resources utilized in the program. It remains unclear whether wilderness or outdoor experience in an orientation program is a vital component of the orientation program.

Orientation professionals in the field wishing to match the assessment efforts of wilderness orientation programs in this study will inform program activity leaders of the goals of the program prior to its beginning, and solicit assessment from leaders and participants following the program in an informal fashion, or use formal debriefings or staff meetings. The subjective nature of this form of assessment - due to social or professional pressure to succeed - calls for more objective measures. The use of pre-assessment measures for program participants or assessment of individuals may enhance assessment of program success, as well as, serve as an indicator for the students themselves as to their preparedness for college. The longitudinal tracking of student performance may also yield more objective indications of program success.

Several operation factors may confound assessment in wilderness orientation. The administrative location of programs may be reflected in the goals of wilderness orientation programs. Two-thirds of programs are located or co-located within outdoor programs, which have historically had personal and social development goals and a lack of formal assessment procedure. Program leader position title and educational levels indicate that most leaders have had exposure to research methodology usually associated with advanced academic degrees. The lack of inclusion of faculty in programs limits student association with the persona of academia, which may be as important as the construction of positive peer networks.

Wilderness orientation professionals may enhance their assessment efforts by developing assessment techniques that yield pre-post program measures of student development. These techniques should be widely shared among programs. Identifiable targeting of student populations most likely to be non-persistors was not found in this study. Such targeting efforts may yield greater impact on university retention than a scattershot approach. Wilderness orientation programs may also benefit from an examination of stated goals versus real goals: If retention is the ultimate goal of the program then a combination of pro-social goals and academic goals must be supported in the field.

Suggestions for Additional Research

Correlational research on wilderness orientation will enhance knowledge of program performance on variables including program location, activity selection and goal development. With regard to assessment, the development of practical assessment techniques for use across programs would focus the available knowledge. Investigation of the differences between and effects of program administrative location would enhance understanding of appropriateness in the direction of these programs. Investigation of the effect on participants of programs with pro-social goal structures as compared with programs with pro-academic goal structures would benefit orientation efforts. Examination of the goal structure and physical activity of wilderness orientation programs may reveal that wilderness orientation programs may be more accurately known as adventure or outdoor orientation programs - that is they may not require actual wilderness to achieve their goals. Lastly, research into the physical impact these programs - and the large number of participants - have on the natural resource may yield significant management concern in light of the lack of leave no trace/wilderness living skills as a goal of wilderness orientation programs.

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Biographical Sketch

Shayne Galloway is currently a doctoral student at Indiana University. His academic areas of interest include the human–wilderness interface and behavioral aspects of adventure recreation. Current research projects include recreation use in the Hoosier National Forest and a qualitative examination of motivation in rock climbers. Shayne has worked with various populations in outdoor settings in camp and independent school locales. He shares a passion for the out–of–doors with his new wife, Rachel. They spent two weeks in the Tetons on their honeymoon this summer.

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OUTDOOR EDUCATION ON THE PRIMARY LEVEL

Christy Prosser

The Outdoor Education Program at Dry Branch Elementary has been designed to be an innovative, interdisciplinary curriculum enhancement program. Dry Branch Elementary school has a population of approximately 400 students and 40 faculty and staff. The Outdoor Education program consists of several integrated areas for student advancement. The program is facilitated by 2 instructors who teach in two spectrums of the program, these areas are adventure and environmental. The Outdoor Education program began in the 1996-1997 school year and has rapidly expanded this year (1999-2000) encompassing many new facets of the school curriculum. Through the development of the program from the beginning, too now and the visions for the future of the program will be discussed in the following pages.

The program's development is comprised of many aspects, the search to identify the needs of the program, understanding the community in which the program is to be developed, taking a look at the governing bodies for all organizations or institutions involved and identifying the components of the program itself. There are several variables that will be explored in identification of a successful outdoor education program for the elementary level. These areas are:

- Metaphorical Values of the Adventure Spectrum
- Identification of Character and Values Education
- Environmental Studies
- Guidelines for Effective Groups
- Program Concept and Long Term Goals
- Safety

The Outdoor Education Program coordinates the curriculum cycle to introduce the individual to the school environment and create situations that require teamwork to enhance the progression of the student unity during the school year. The program stresses the belief of the importance of the curriculum, the use metaphors in the adventure spectrum and appropriate facilitation of activities will increase the group dynamics within the school environment. This belief allows the philosophies of the school to not only be experienced but also later exercised by all.

The adventure spectrum of Outdoor Education at Dry Branch Elementary consists of a variety of elements that are introduced to the primary level. The activities are designed to meet the needs of the group (class) and to produce a desired outcome over a period of time during the school year. The program consists of several areas, these areas include: Adventure games, these are activities that introduce the students to the program, allowing student to relate to others in a form of guided play that allows imagination and creativity to abound spontaneously.

Initiatives, take the students to the next level of interaction, an initiative pulls the students together developing "their" group.

Problem solving in introduced to the students as "their" group forms. Problem solving can be lead to create success or failure depending on the strengths or weakness the newly formed group has displayed over the past weeks. Problem solving activities must be developed to either follow closely to the groups (class) theme or must be independent with limited relation to the current curriculum content.

The on site low ropes course is integrated into all areas as well as a unit alone. The low ropes course is a design of 14 elements that builds teamwork, enhances communication and develops more in-depth communication skills and challenges students to new challenges that may be very simple for some and very difficult for others. Once the students are introduced to this level of the program, a significant change in group development can be observed, the group has reached a supportive atmosphere for group members, and students display understanding of responsibility for actions, accountability and understand consequences to actions.

The design of the programs scope and sequence encompasses the adventure spectrum areas and divides initiatives, problem solving and challenging activities within grade levels. The scope and sequence maintains a base foundation from the introduction to year five for the students. Each year as the student progresses in grade the curriculum expands to encompass greater challenges and greater understanding of each other. For fifth grade students, the climax of the adventure spectrum comes when the students are introduced to a high challenge course. The high course is an opportunity for students too challenge the individual within the group, to challenge the groups skills and to experience emotions that encompass fear, trust, and success in a controlled environment. Through the adventure program's use of these intensive teambuilding exercises and project-oriented activities presented to the students over a period of time. The primary goal is achieving a lasting effect of teamwork. By using this philosophy and the group experiences with the belief of experiential learning, the outdoor program can be applied to the primary education environment to enhance the overall productiveness of the children's abilities and increasing awareness to the needs of others.

The adventure spectrum believes that all students should be active participants in the learning process and students should be prepared to take responsibility of actions and to be prepared to take the consequences of those actions and the use of consequences of situations becomes a teachable moment.

"Our" outdoor program defines exploration, discovery and challenge as a physical expression of the intellectual desire for knowledge. By observing the simple concept of play we can identify these areas through the use of experiential application. Allowing opportunities of play to exist with minimal guidelines, allowing group order and decision making to define the realm of the group needs and desired outcome to projects, activities and communities. We see challenge and discovery as a way for students to solve problems and become aware of they're on strengths and abilities. Also, by creating an extension of the classroom into areas that enhance interdisciplinary academic curriculum and provide the opportunity for all students to be successful.

A metaphorical view of the adventure spectrum in teaching and leading in a simple geometric shape can easily be identified by the primary age student with applications in all areas of the curriculum both inside and outside the classroom, in the school, home and community. With the use of age-appropriate application, the program foundation is built in the early developmental stages of youth. The Outdoor Program encompasses the holistic approach to education by maintaining the basics of reading, writing and arithmetic. The metaphors are used to identify the foundation for understanding group, teamwork, and individuality within the team, respect, accountability, and responsibility of actions and preparedness for consequences to those actions. Having choices, making well educated well thought out decisions that are for the best interest of the group or project for the success of the task at hand. Through the use of metaphors, interdisciplinary curriculum and adventure activities the Outdoor Education Program goals are based on the following assumptions:

- Every person can learn.
- Every person has opportunities.
- Growth, ownership and pride are developmental properties.
- Accountability and responsibility are necessary fundamentals for success.
- Full community integration aids in the development of the holistic approach.
- Perspectives are understood as a part of group management and decision making for project success.
- Safety is defined as the well being of individuals both physically and mentally.
- Exposure and experience are key elements in the learning process.

The concept of outdoor education on the primary level is a program designed to enhance many variables of interdisciplinary learning. The program is intertwined deeply into the current curriculum and parallels the needs of the quality core curriculum through physical education, environmental sciences, character and value education and sociological needs of group involvement. The concept is an ever changing amalgam that incorporates the individual, the group and school community. The program concept identifies with school curricula and is designed to maintain a constant underlying definition of human understanding and environmental appreciation. The program design enables multi-project tasks, long range development, and directness of experience and exposure, reality of experiences and degrees of risk.

Long-term program goals for the 21st century entail components for reduced absenteeism, enhancing academics, increasing awareness of surrounding environments and available resources to the student. Continuing to define the realm of group dynamics within the school environment and preparing individuals to expect continual change, observing adaptations and emotions as key factors in learning. While maintaining human understanding and environmental appreciation.

The vision for outdoor education on the primary level though interdisciplinary curriculum development creates a foundation for increased student achievement, exposure and experiences from within the school to a global forum for an exchange of learning and world appreciation.

Biographical Sketch

Currently an Outdoor Educator at Dry Branch Elementary School near Macon, Georgia and has been involved in Ropes Courses, Wilderness activities and expeditions both nationally and internationally for the past 7 years. Received an undergraduate degree in Outdoor Education from Georgia College and State University in 1997.

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"BEING CONNECTED TO YOUR STATE: WHAT TEXAS HAS DONE TO BECOME CONNECTED."

Nicole Olmeda
Patsy Kott
Chris Burnett
Tina Carter

I. Creation of the Texas Outdoor Leadership Connection.....

A. Planning the event.

1. Date / Location:

a. First TOLC was hosted March 5-7th, 1999 at Southwest Texas University Camp located near Wimberley, Texas. The University Camp consists of 126 acres of property and is lined by the Blancho River; the camp houses two lodges, six campsites, a Challenge Course, Hiking / Biking trails, and an Orienteering Course.

b. One major goal was to set the cost as low as possible for students to encourage attendance for professional development. By having the presenters volunteer and by hosting in at a local site we where able to save money.

2. Setting the agenda:

a. Schedule Directors Meeting (first evening)
   1. Introduce all Directors
   2. Discuss Goals / Objectives of individual programs
   3. Review Resources
   4. Set Goals / Objectives for State / Schools Present

b. Find Presenters for Education Topics for (Saturday / Sunday)

1. Include education sessions from people "outside" school setting to ensure "well-rounded" sessions.
   Trip Planning
   Orienteering Workshop
   Orienteering Challenge

2. Include educational sessions that introduce Certification possibilities.
   LNT Course
   Swiftwater Rescue Course
   American Canoe Association: Adaptive Paddling Course

3. Include presenters that can offer possible internships/ future jobs for students, allowing them to network and resource.

4. Plan fun, education sessions that will assist in the professional development of the students and continued development of the professionals that attend.
   - Cooking in the Outdoors
   - Experiential Education Play Day activities
   - Night Zips / Morning Bike Rides
   - Leadership in Outdoor Recreation and Experiential Education

5. Create evaluation process.
   - Did this event reach our goals/objectives??
   - Is this worth pursuing in the future??
   - What can be improved in the future??
   - How can we cut costs?
   - How can we involve students more in the planning and presenting process?
   - WHO will host next year???
   - Who will host the year after that???

ICORE Presentation 1999- Jackson Hole, WY
TEXAS OUTDOOR LEADERSHIP CONNECTION- WORKSHOP

Suggestions for creating concurrent programming in your area:

I. Assessing where your program currently is.....

II. Where do you want to be.....

III. How are you going to get there.....

A. Evaluating your program and the changing needs of your school / students.
   - Are we serving our students best?
   - Are we creating the best programming available with our resources, staff, and area?
   - How can we serve our schools better?
   - How can we create a strong dedicated staff?
   - How can we best utilize the resources we have available for our programs?
   - Are we conducting assessments? Are we listening?

B. Using your resources:
   Create lists of Outdoor Programming Resources
   - Vendors
   - State / National Parks
   - Private Land resources
   - Organizations and Associations in the field
   - Previous Staff
   - Current Staff
   - Your Department, Office, Division, School or Organization
   - Other professionals in the area (within close proximity)
   - Other professionals in the field

C. Making to Most of your Resources:
   1. Working with other professionals in the area to build strong programming
      a. Setting Future Goals that are realistic
         1. Combined training sessions
         2. Rotating Certification Courses
         3. Conference Calls
         4. Combined trips
         5. Hosting Workshops for creation/evaluation of goals/objectives

      b. Working toward those goals, staying on target

      c. Who brings what to the table????
         1. Utilizing the strengths of the professional staff involved
         2. Development Student Leaders, utilizing strengths of staff

Biographical Sketch

Tina Carter completed her B.S. in Exercise Physiology and her M.Ed. focusing in Exercise Physiology and Educational Psychology all from the University of Nebraska–Lincoln. Tina is currently the Director of the Outdoor Recreation Program at Southwest Texas State University.

Nicole Olmeda completed her B.S. in Exercise and Sports Science at Southwest Texas State University, followed by her M.Ed. in Education with an emphasis in Health and Human Performance from Oregon State University. Nicole is currently the Director of the Outdoor Adventure Program at the University of Texas at Austin.

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YOU CAN DO WHAT WITH A CATTAIL?!

Karen L. Barak

Introduction

Surprises are in store for those not acquainted with the ordinary cattail. Various parts of the cattail can take on many different identities! This monograph describes how cattails might be used in outdoor education to demonstrate the value of this common, wild plant. Included is information about searching for and identifying the cattail, how to use plant parts as a wild edible, and how to make a game, apparel and rope from the cattail plant. The ideas presented may provide a means not only to create awareness, but to stimulate interest in the outdoor environment.

Finding and Gathering Cattails

Cattails are found all over the world in or beside wet or shallow watery areas. They can be identified by long, slender leaves that rise eight feet or more, like large blades of grass from the wet ground. It is also identified by the stalk which bears the hot-dog shaped cluster of seeds, from which the cattail gets its name. In the spring the hot-dog shaped seed growth is green, while mid-summer through fall it turns brown. In the winter and early spring, last year's dried brown cattail fronds can be seen. Cattails should not be mistaken for the poison wild iris whose leaves may look similar to young cattail leaves, especially if searching for wild edibles. Areas with polluted water, including those from along roadsides, should not be used if gathering cattails for eating as a wild edible.

The impact of gathering items must always be considered before taking anything from the environment. Whenever gathering items from the outdoors, care must be taken not to over harvest or to decimate habitat areas. If items of an area cannot be sustained after they have been collected, the area is unsuitable for collecting those items. Areas with an abundance of items that can replenish themselves may provide suitable gathering areas.

When going searching for cattails there are other things to keep in mind. Dress for the activity! Protect the body from a variety of things that may be encountered as cattail plants are harvested. Clothes that can get wet and muddy must be worn, along with good fitting shoes and socks. The good fit will become important if a foot sinks deeply into the cool mud, and is pulled up again. As the foot comes out of the mud, the shoe may stay planted mysteriously somewhere under the mud if it is a slip-on style or simply a loose fit. Long pants and long sleeves are also recommended to protect from the scratching cuts of saw grass and other plants found in wet, watery areas. Long pants and sleeves will also help protect against mosquitoes and other biting insects that may inhabit cattail environments. A hat, sunglasses, and sunscreen can provide protection from the sun on a sunny or semi-cloudy day.

The equipment taken along to gather cattail parts will vary depending upon what cattail portion is to be collected. Scissors, sheathed knives, transparent jars with lids, garbage bags, and baggies can all be useful items to have along. An old bookbag/daypack worn backward (facing the front), can be an easy access pouch for this equipment. Extra insect repellent and sunscreen, a water bottle, first aid kit, and even a snack can also be brought along in the pouch.

Different parts of the cattail are available seasonally, depending upon the maturity of the cattail. The brilliant yellow cattail pollen, plant shoots that resemble a green onion when broken from the base of the plant, and the green seed "hot-dog" can be gathered in early spring for eating. The brown "fluff" from the seed can be gathered late fall to early winter. Green plant leaves may be gathered through the summer and late into the fall. Cattails may be used for many purposes. The following information will give you some ideas for specific activities that might be used to demonstrate these uses in an outdoor education session.

Cattails as a Wild Edible

Many parts of the cattail can be used as a food source or in recipes. Some of these parts include the young plant shoots, the seeds and the pollen. Although roots can also be turned into a food product, the practice is not advised nor described here since digging up roots destroys the cattail plant.

Young cattail shoots may be eaten as a cooked vegetable or salad. By grasping the cattail leaves near the base of the plant (when leaves are two to three feet high), the shoot will detach from the roots and emerge looking similar to a prepared green onion. This shoot can be cleaned and eaten raw and crunchy, or boiled for ten minutes and served with salt and butter. Shoots may become a substitute ingredient in familiar vegetable or salad recipes.

When green, the hot-dog shaped cattail seeds may be cut and boiled. The seeds can then be eaten like corn on the cob, although the mild flavor is not that of corn. The flavor may seem reminiscent of an aromatic rice.

Pollen is available in spring on the seed stalk. It is found on a spire that is above the green hot-dog shaped seeds. To collect pollen, the cattail may be gently bent down, and the spire inserted inside an open glass jar. Once the spire is inside the jar it can be rattled back and forth. Pollen will drop into the jar. The spire may then be slowly backed out of the jar, and the plant released to spring back to its full height. Sometimes collecting pollen can go quickly, other times very slowly. If a strong wind is blowing, do not expect to find pollen. If dew is present it will be difficult to avoid clumping the pollen and ending up with a slimy mess. Pollen may be used as a smoothing powder, or as a flour additive in baking. It can be added to pancake batter to obtain a bright yellow color. Pollen may also be sprinkled on top of baked goods for a bright and colorful design.

Cattails as Rope

Cattail leaves may be used for making cord by a using a twisting motion. Leaves are best when harvested green and then dried. After drying, cattail leaves should be soaked in water until flexible prior to working with them. Thirty minutes of soaking may be enough, but overnight will definitely be enough. The strength of the cord when it is completed can be quite surprising!

Take a flexible (dried and water soaked) cattail leaf without flaws in it. Bend the cattail somewhere near the middle so that it is in the shape of a V. Rotate the V one-quarter turn in a clockwise direction. Grasp the tip of the < in the left hand. With the right hand, begin to work with the upper leg of the < beginning at the fold of the < using a twisting motion. The twisting motion is accomplished by positioning the hand so that the back of the hand is facing oneself. The four fingers push the top of the leaf outward and around, while the thumb pulls back on the lower side of the upper leg of the <. Twist the leaf tightly without breaking it. After approximately 1 inch of the top leg is twisted, and without letting

the top leg untwist, move the right hand to the lower leg of the <. This can be tricky, but do not give up now! Twist the lower leg of the < in the same way that the top leg was twisted.

As the lower leg of the < is twisted, the upper and lower legs of the < will begin to wrap together beginning at the tip of the <. Allow the left hand to assist in wrapping the two strands of the twisted leaf together. When the lower leg of the leaf has been twisted an inch or so, in order to make a longer cord, go back to the upper leg and twist. Continue alternating twisting from the top to the bottom legs of the < until the leaf has been used up.

If a longer rope is desired, more cat tail leaves can be added. When approximately two inches from the end of one leg of the leaf, lay another leaf on top of the first leaf and twist them as if they were a single leg of the <. This technique will work on both the upper and lower legs of the <.

Cattails as Apparel: Making Sandals

The following materials will be required to make sandals; a rope long enough to circle from the toe around the body, and flexible cattail leaves (either green or dried then soaked in water before use).

While sitting on a chair, rest one ankle across the knee (as if crossing the legs). Place the string so that it is running between the big toe and the first toe. Now run both ends of the string around the waist about where a belt would fit. Tie the string so that a loop of string is running around the back and hooked between the toes. The string will be coming off the big toe in a V shape, with the big toe in the tip of the V. The tip of the V will become a loop of string that will hold the sandal to the back of the foot when the sandal is finished.

Begin to weave cattail leaves on the string, which will become the sole of the sandal. First, about four inches from the toe wrap the top portion of a cattail leaf completely around both legs of the V formed by the string. Slightly overlap the ends of this leaf to help it stay in place. It will appear that the V has a "bar" across it, and that the bar has a long tail, which is the remainder of the cattail leaf.

Next, hold a cattail leaf along the foot with one end of the leaf at the heel, with the length of the leaf pointing out beyond the toes. At the point where the leaf is even with the longest toe, fold the leaf. Now, cut off the length of leaf that extends beyond the heel. This will leave a cattail leaf folded in half that is the length of the foot. Do this twice more so that there are three folded cattail leaves the length of the foot.

Take these three pieces and fold them over the "bar". These three cattail leaves that are doubled over will now be running parallel to the string, with the fold toward the toes over the bar, and the open end away from the toes. Take the "tail" of the bar and begin weaving up over and down under each leaf and side strings. Continue weaving back and forth to make the sole of the sandal.

The heel will rest on the end of the sole closest to the big toe. As weaving progresses toward where the ball of the foot will rest, another folded leaf can be hooked across any of the woven bars that are made in order to make the sole of the sandal wider. As the weaving leaf begins to run out, add another leaf on top of the first near its end and continue to weave with both leaves until the first runs out.

When the sandal sole is as long as the foot, weave the end of the leaf back down the length of the sandal along the string to keep it tucked in. Untie the string from around the waist and lay the sandal sole on the ground. Place the heel of the foot on the woven cattails with the loop of string on the ground behind the foot. The untied ends of the string will be coming out the sandal from under the toes. Lift the string near the inside of the foot (on the

same side as the arch) and bring it up between the big toe and first toe. Lift the string on the outside of the foot and bring it up between the second and third toe. Lift the loop that is on the ground behind the heel so that it is stretched up against the back of the heel. Thread the ends of the string through the loop and back to the front of the ankle. Tie the string on the front of the ankle. Modify this design if it is more comfortable to do so.

Cattails as a Game

Cattail "fluff" from the dried seeds can be used to stuff balls or toys, but the woody seed stalk can also make a fine game of Pick-up Sticks. To make and play your game: Collect and dry the woody stem that the cattail seeds grow on; Cut or saw it into lengths that are twelve inches each; Use these extremely straight and light sticks to play the game of Pick-up Sticks.

Hold the sticks in the hand approximately one foot off the ground. Let the sticks gently drop to the floor. The first player attempts to pick up a stick without moving any of the other sticks. If the player is successful, they keep the stick they picked up, and the next player gets the chance to do the same. However, if other sticks are moved as the player tries to pick up their stick, the stick must be put back, and play moves on to the next player. The winner of the game is the player who has collected the most sticks.

Summary

Whether outdoor education participants eat, wear or play with cattails, it is certain to spark their interest. Finding ways to create awareness and interest for ordinary things in our environment can be a first step toward enhancing appreciation and care in our outdoor environment.

Biographical Sketch

Dr. Karen Barak has been involved in outdoor education for over 20 years through Girl Scouts, YMCA and University leadership events. Dr. Barak teaches courses in recreation, including Outdoor Recreation Leadership, Experiential Learning and Adventure Education, and Recreation Administration at the University of Wisconsin–Whitewater. She was recently a representative at the World Leisure and Recreation Association International Postal Paper Workshop on Outdoor Education at University of Waikato, in Hamilton, New Zealand.

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KAYAK POLO – THE EMERGING PADDLE SPORT

Natalie Bartley

Program Description

What game looks like basketball but is played in kayaks in pools, lakes or canals? A fun, fast and furious game called kayak polo! Though an emerging sport in the USA, kayak polo has long been a sport in Europe and Asia Pacific. It is called canoe polo in many countries. The game is used as a skill development technique in beginner kayak classes. For advanced kayakers, polo is a way to keep in shape year–round through kayak polo leagues and pick up games. Paddling clubs around the country have put together kayak polo sessions and league play in cities such as Fort Collins, Boise, San Francisco, Minneapolis, Washington DC, Austin, Boston, and Sacramento.

Biographical Sketch

Dr. Natalie Bartley is a member of the 1998–1999 National US Canoe/kayak Polo Team. She has played kayak polo at the highest possible level – the Third Annual Canoe Polo World Championship in Portugal. Natalie is a Whitewater Kayak Instructor in the Physical Education Department at Boise State University and Program Manager for Team Adventure Serving the Community in Boise, Idaho. She has published articles about kayak polo in Aquatics International, Paddlers Magazine, Sports Guide and others.

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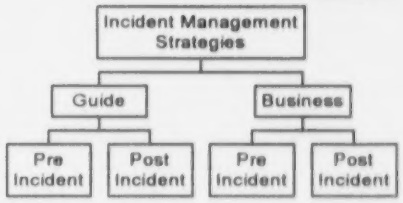
DAMAGE CONTROL: POST ACCIDENT STRATEGIES

Ross Cloutier

Damage Control: Post Accident Strategies

Ross Cloutier
The University of the Cariboo

Incident Management Strategies



Typical Accident Response

- Don't talk to anyone.
- Owner/manager takes over.
- No plan to follow.
- Legal advisor involvement.
- Insurance adjuster involvement.

The Business/Guest Relationship

- Friendship
- Trust
- Informality
- Respect
- Professionalism
- Intensity
- Quick bond
- Guest care and safety

Guest Perspectives

- How would you feel in the hospital?
  - Sore and injured!
  - Embarrassed?
  - Angry?
  - Disappointed!
  - What happens to my money?
  - Whose fault is this?

Guest Perspectives

- Who would you want to deal with at the business?
  - The only person I really know is the guide
  - Why is the owner or lawyer here?
  - Why is no-one here?

Guest Perspectives

- What is the relationship characterized by now?
  - Uncertainty
  - Awkwardness
  - Who is responsible?
  - How do I pay my bills?
  - For sure, our relationship is different than before

Guest Perspectives

- Why would you sue the business?
  - I've been waiting for an opportunity to sue someone and get rich!
  - The guide/company was clearly out of their league and deserve it.
  - The guide/company treated me with no respect, as an imbecile, like it was my fault, etc.
  - They have ignored me.

Lawsuits

- 12% of lawsuits are because people want money.
- 68% of lawsuits are because of opportunity.
- We win 98%+ of all outdoor recreation lawsuits in North America.

James Moss

Business Perspectives

- Legal
  - Did we conform to statute & common law?
- Moral
  - Did we conform with the generally accepted societal standards of goodness or rightness.

Business Perspectives

- Ethical
  - Did we conform with the expanded, ideal code of moral principles associated with our profession?
- Professional Virtue
  - Did we display morally excellent character within the profession. Characterized by justice, virtue, integrity…

Business Perspective

- Financial
  - How can the business survive this event?
  - How can the business reduce the financial impacts of the event?
- Public Relations
  - What will we look like in the public eye?
  - How can we benefit from the event?

Business Issues

- How should you handle the guest after the event?
- How should you handle other guests?
- How should you handle your staff?
- How can you reduce the chance of a lawsuit?

Business Issues

- How do you protect business value?
- How do you protect your image?
- How do you handle the media?
- How do you finance the event?

Business Issues

- How is the relationship characterized with the guest(s) in the long-term?
- What public image (market & industry) have you cultivated through the event?
- Have you increased or lost value through the event?

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Biographical Sketch

Ross Cloutier has been actively involved in the adventure industry since 1974. Ross has organized expeditions and guided journeys to 25 countries around the world and was the climbing leader for the 1991 Canadian Everest Expedition. He has owned two successful mountain-guiding businesses and was the British Columbia Search and Rescue Training Coordinator from 1989 to 1992. His academic background includes studies in Recreation Administration and Outdoor Pursuits, as well as an MBA in International Business. He is currently the Chair of the Adventure Programs Department at the University College of the Cariboo.

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FUNDING OUTDOOR PROGRAMS

Dave Calvin

The purpose of this material is to use the data collected to obtain student fees (or more student fees) based on several factors. Those factors being the student population, geographical location of educational institution, outdoor program national affiliations, based upon their umbrella organization.

In November 1998, IU Outdoor Adventures submitted a proposal to Indiana University Student Association Committee for Fee Review soliciting fees to expand the program and cut students costs on equipment rentals and adventure trips. IU Outdoor Adventures was asking for $.25 per student per semester from the 36,000 students who each pay $51.05 per semester in student activity fees. This excludes the $100.00 technology fee and $70.50 health center fee each student pays per semester to attend Indiana University.

IU Outdoor Adventures was lacking adequate information that some of the committee members sought, thus its request for student fee money was rejected. As a result, in January 1999, surveys were e-mailed to 90 outdoor program professionals seeking information about their university outdoor programs. In early summer, phone calls were made to gather information to those not responding to e-mail, and to clarify information from those who sent responses. Information sought included the name of the outdoor program director/manager/coordinator, the name of the university, the amount of student fees the outdoor program receives, the student population, the amount university/college appropriations to outdoor programs, and the services offered by outdoor program.

For the purpose of this survey, university/college appropriations can be defined as funds the university gives to the outdoor program or money the university spends to maintain the outdoor program. This includes, but is not limited to, salaries and benefits of professional staff, capital expenses, rent for facilities, and administrative overhead costs.

For this survey to aid IU Outdoor Adventures in their effort to obtain student fees, outdoor programs utilized in this survey needed to have at least an equipment rental service and an equal adventure trip aspect. Outdoor Programs based within academic units and offering trips and courses for university/college credit with no rental program were excluded.

This survey sought to gain as much useful information according to the above-established standards as possible. According to information obtained from "The Outdoor Recreation Program Directory & Data/Resource Guidebook, Webb, D., 2nd edition", there are 144 university/college outdoor programs the U.S. and Canada. This survey collected responses from over 100 colleges and universities from throughout the United States and Canada. A goal for this survey was to obtain usable feedback from at least 33% of the 144 university/college outdoor programs listed in Webb's directory. The survey obtained 55 useable responses for a rate of 38%. Thus, over one third of university/college outdoor programs are represented in this survey according to 1995 figures.

Geographical areas were divided by the following: Northeast (NE) includes: ME, NH, VT, RI, MA, DE, NJ, MD, NY, PA, WV, and VA.

Southeast (SE) includes: TN, NC, SC, GA, AL, MS, LA, and FL

Midwest (MW) includes: ND, SD, MN, MI, KS, WI, IA, IL, IN, NE, MO, OK, AR, KY, and OH

Southwest (SW) includes: CA, NV, UT, CO, AZ, NM, and TX

Northwest (NW) includes: WA, OR, ID, MT, WY, British Columbia and Alberta

The distribution of schools surveyed by their respective regions included.

6 (six) educational institutions from the NE which accounts for 11% of survey respondents

10 (ten) educational institutions from the SE which accounts for 18% of survey respondents

14 (fourteen) educational institutions from the MW which accounts for 25% of survey respondents

15 (fifteen) educational institutions from the SW which accounts for 28% of survey respondents

10 (ten) educational institutions from the NW which accounts for 18% of survey respondents

This survey looked at educational institution size in regards to geographical location. The purpose of this information is to further breakdown the distribution of where funds are allocated as affected by student population.

	<10, 000	10,000-20,000	>20,000
NE	5	2	0
SE	3	4	2
MW	2	3	9
NW	3	6	1
SW	4	4	8

This portion of the presentation introduced the amount of funds the outdoor programs are allocated by their respective college/universities according to geographical location and student population.

	<10, 000	10,000-20,000	>20,000
NE	$7.18	$.72	0
SE	$7.72	$2.00	$1.21
MW	$4.00	$1.90	$1.62
NW	$7.51	$3.73	$1.91
SW	$5.00	$5.50	$2.97

The IU Outdoor Adventures survey also showed that campus recreation (CR) represented 36 (65%) of the outdoor programs, student unions (SU) accounted for 17 (31%) outdoor programs, and 2 (4%)outdoor programs reported to student life (SL). A more detail break down of affiliation and student population is provided below.

	<10, 000	10,000-20,000	>20,000
CR	7	7	5
SU	9	12	16
SL	2	0	0

A break down of average money received per student, per year based student population and outdoor program affiliation.

	<10, 000	10,000-20,000	>20,000
CR	$5.59	$2.35	$1.89
SU	$4.53	$4.85	$1.23
SL	$19.69	NA	NA

Overall, if all of the educational institutions were merged together regardless of student population, affiliation or geographical location, the average university outdoor program receives $3.61 per student, per year in student fee allocation.

In the future, IU Outdoor Adventures hopes to gather over 100 educational institutions in this survey. IU Outdoor Adventures also hopes to gather information from outdoor program business managers and/or account to verify the accuracy of the figures. Outdoor Program Directors/Coordinators have a grasp of their program budgets, but not the encompassing budget that the outdoor program budget comes from. This is important if not all the costs/expenses to maintain and support the outdoor program are coming out of its budget.

Biographical Sketch

Dave Calvin is currently the Leisure Programs Coordinator at the Indiana Memorial Union, Indiana University. He earned his B.S. in Recreation and Park Administration from Illinois State University and graduated with M.S. in Recreation from Indiana University. Dave serves as the program coordinator for IU Outdoor Adventures and works closely with the School of Health, Physical Education, and Recreation instructing outdoor adventure courses for university credit hours.

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DECISIONS AND THE ENVIRONMENTAL - ADVENTURE MODEL

Donna K. Lindenmeier

Everyday, in every program, Outdoor Recreation / Education (ORE) leaders have to make decisions that effect the practice of ORE and hopefully create an efficient and effective program for their participants. In the theoretical realm of ORE, practitioners and researchers are concerned with the interactions and constructs of the decisions made in practice. Thus, the continued evaluation and adaptation of theoretical models used to guide researchers and practitioners is crucial to maintaining a functional theory base in the field. A model is presented outlining the relationship between environmental recreation / education (ERE) and adventure education / recreation (AER) in an ORE setting. The model combines a sample of desired experiences and outcomes, which are encouraged for participants to gain at multiple levels of outdoor programs. The model shows AER moving between interpersonal and intrapersonal experiences, while ERE moves between ecosystemic and ekistic understandings. The model also indicates the potential relationship and separation between ERE and AER. The model illustrates a dynamic interaction allowing for guidance and understanding of combined and separate ORE programs.

For a very long time, ORE has been most closely associated with what is now know as ERE, but in the past few decades, this has shifted. Now, ORE has become associated not only with the environmental element, but also with the adventure element, and the definition of ORE has evolved toward being a combination of the two elements (Carlson, 1995, Priest, 1990a, Wyss, 1930). Many factors combined to create this shift including the rise in popularity of adventure programs, the increased mobility of the country, and the increasing availability of adventure programs. With the increased availability and popularity of adventure programs associated with outdoor settings, there is a need for investigations and subsequent models constructed to develop a solid understanding of the relationship between ERE and AER, which is the basis for developing and reconstructing a focus of many educational and recreational programs. Possibly, in response to trends or theoretical models that combine AER and ERE, many programs have attempted and are attempting to combine the two elements, even when not appropriate. Other people running programs are questioning the combination of the two elements in a single program (Carlson, 1995).

This research was designed to gain current opinion from professionals which would yield considerable information to be utilized in making decisions about creating a functional model to assist practitioners and researchers in planning ORE programs. The Delphi technique was chosen as the process of discovery, communication, and interaction between the researcher and a panel of experts. The panel of experts was selected from the population group consisting of experts in outdoor education, environmental education, adventure education, education, recreation, and leisure in the state of Texas. Four critical conditions considered necessary to successfully complete a Delphi study were used as parameters in selecting the panel: 1) content area knowledge and experience, 2) adequate time to thoughtfully complete the data gathering instruments, 3) skilled in written communication, and 4) highly motivated (Delbecq, et al., 1986).

The panelists chosen for this study are an eclectic group from a variety of fields thus several sampling methods were used to ensure representativeness. Sampling methods included purposive, stratified, and snowball sample. First, representatives from the Texas Education Agency (T.E.A.) were chosen. T.E.A. is the governing body for all public schools, grades K-12, in the state of Texas. Next, representatives associated with

environmental, adventure, and outdoor education from public schools were selected. Generally, these panelists taught in a school's science department. Also, represented were professional organizations, including: Science Teachers Association, Texas Association of Environmental Educators, Texas Association of Marine Educators, and Texas Environmental Education Advisory Committee which is appointed by the Texas Commissioner of Education. Representatives were selected from nature, outdoor learning, environmental learning, and living materials centers across Texas. These organizations serve both programs for public schools and public non-school programs located in their respective areas. The American Camping Association directory also served as a source for panelist selection. Adventure experience programs were represented via private companies, state-supported programs, and private not-for-profit organization programs. Through these organizations, the group of panelists was selected with approximately equal representation from ERE programs, AER programs, and programs with both elements. Thirty panelists were involved in this research project. This number was chosen for two reasons: first, Delphi studies generally range in panel participant numbers from 7 to 50, with 30 being mid-range (Delbecq, et al., 1986); and, 30 allows use of a wide range of statistical tools (Borg & Gall, 1989). With approximately equal numbers of panelists in each subgroup, between group comparisons are possible as well as discovery of overall trends.

The panelists were asked to consider definitions of ORE, AER, and ERE as well as to consider the relationship between ERE and AER. Generally, the panelists accepted very generic definitions of the terms, but were somewhat divided on the acceptance of the relationships. Since the panelists were divided on the issue of interdependency as a descriptor of the relationship between ERE and AER on the round one questionnaire, the panelists were asked to categorize the relationship on the round two questionnaire. The panelists were asked to categorize the relationship as: 1) interdependent, 2) related, 3) complementary, 4) independent, or 5) independent and not related (Table 1).

Table 1. Group Response Percentages of Relationship between Environmental Education and Adventure Education n=30

Group	Interdependent	Related	Complementary	Independent	Independent and not related
Env. Ed.	30	30	30	0	10
Adv. Ed.	10	0	80	10	0
Out. Ed.	10	30	60	0	0
Totals	16.7	20.0	56.7	3.3	3.3

Although no statistically significant differences between groups was noted, inspection of the responses lead to the identification of several trends. First, combining all categories except "interdependent" gives a percentage of panelists who responded as the relationship is not interdependent (83.3%). This is not to say that the panelists responded

that ERE and AER have no relationship to one another. Combining all categories except "independent" and "independent and not related" gives a percentage of panelists responses of ERE and AER having some relationship (93.4%).

In several areas of both round one and round two data gathering instruments, the panelists were given opportunities to write their thoughts and comments. One comment summed up several points made in the qualitative findings. "Environmental Education and Adventure Education seem separate but can be complementary if done well. They can be polar opposites and not complementary if done poorly."

Utilizing the literature and results of the Delphi study, a new dynamic model was developed specifying a possible but not structured relationship between ERE and AER in the realm of ORE. In the study, when questioned about the relationship, the panelists responded that there is a relationship, but that they were separate entities able to support individual programs. This notion supported the development of the Environmental Education - Adventure Education Relationship Model (Figure 1). Based on the model as a dynamic model, program leaders do not need to combine ERE and AER unless it is appropriate and contributes to the specific program as a whole.

In the Environmental Education - Adventure Education Relationship Model, AER moves along a continuum working toward understanding and developing interpersonal and intrapersonal relationships between and within participants. ERE moves along a continuum working toward participant understanding of ecosystemic and ekistic relationships. Each area has different building blocks for developing and understanding different relationships. The building blocks are not the only way nor are they all that is required to develop and understand the different relationships, but they are broad basis on which many programming decision can be made.

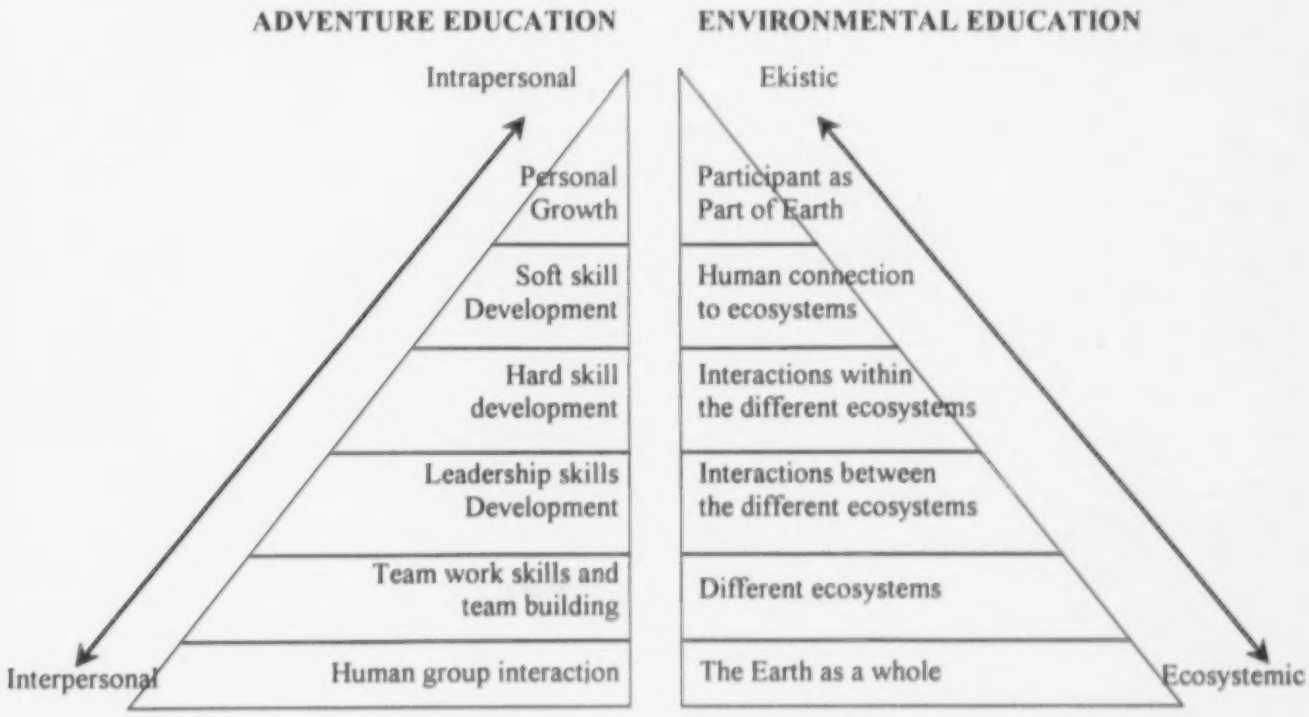

Figure 1. Environmental Education – Adventure Education Relationship Model

While the model proposes that ERE and AER can function separately in working toward participant development, the two areas of the model are not totally unrelated. The results of this study indicate that there is a relationship between the two elements, but each is complete and able to stand alone. Program leaders and decision-makers can draw connections between the triangles in the model that would best fit their particular programs. The model, used as a dynamic model, can help guide appropriate interactions between ERE and AER and also demonstrates the potential relationships between the areas but maintains their integrity as stand-alone program areas.

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Biographical Sketch

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THE ADA'S ACCESS TO PROGRAMS AND MEDICAL SCREENING ISSUES: UNIQUE CHALLENGES FACING THE OUTDOOR INDUSTRY

Catherine Hansen–Stamp

Program Description

Title III of the Americans' with Disabilities Act requires that outdoor programs allow mainstream access to programs to individuals with disabilities. Compliance presents unique challenges for those in the outdoor industry. What is legally required? What are the issues? Catherine will discuss current issues, and how outdoor programs can proactively address compliance while potentially minimizing their legal exposure.

Biographical Sketch

Catherine Hansen–Stamp is an attorney in private practice in Golden, Colorado. Catherine specializes in legal consulting in the recreational law area and speaks to groups on both a regional and national basis regarding issues important to the recreation industry. Catherine consults with and advises recreation providers on all issues related to risk management and legal liability, and how best to run a professional operation while minimizing legal exposure. Catherine also assists recreation providers and related organizations in negotiating state or federal public land use issues. She has worked with legislators to implement legislation important to the recreation industry, including recent amendments to the Wyoming Recreation Safety Act. She has written extensively on recreational/legal issues, and recently completed ***Recreational Products: Legal Liability and Risk Management Issues for Manufacturers and Others in the Chain of Distribution – A Primer*** for the Outdoor Recreation Coalition of America (ORCA). She also coordinated the development and drafting of ***Developing Releases and Related Documents: Guidelines for Recreation Providers, Outfitter Programs & Outfitters & Guides*** for ORCA, revised in 1998. Both of these documents are available for viewing on ORCA's website at www.orca.org. Catherine is a member of the Wyoming, Colorado, and American Bar Associations.

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STUDENTS: WHAT'S OUT THERE FOR ME?

Tina Carter
Dominic Iocca
Dustin Wilbanks

Welcomed new and return students to the 1999 ICORE in Jackson Hole, WY. This session was aimed solely at the introduction of AORE and ICORE and all the possibilities that surround both to the students!!! In the short time of the session topics included introduction of schools represented, a few professional contacts that are great links to the professional jump, current Student Representative and the student representatives that where present at this years conference. We also introduced some of the new programs available for students including the Mentoring Program and the Resume Review Program; then we discussed this year's conference including the student activities, student luncheon and student meeting, where the students would vote in the new Student Representative to sit on the AORE Board of Directors as a voting member.

Last year at the ICORE Conference the students made a goal of 100 students attending the 1999 ICORE conference- this year there are a total of 120 student registered at this years conference!!! The student session included 90 of those students with representation from Clemson University, Georgia College and State University, Texas Tech University, Texas A & M University, Southwest Texas State University, University of Northern Colorado, University of Nebraska-Omaha, University of Iowa, Indiana University, Boise State University, Illinois State University, University of Minnesota, Ohio University, University of Idaho, Central Michigan, Miami University, Western State, Lewis and Clark State, University of Southern Florida, Ricks College, and Humboldt State.

Students where introduced to a few professionals that have been targeted as representatives in AORE for students needs, these professionals have made a strong commitment to the continued development of students in AORE: Russell Parks- Miami University; Brian Wilkinson- University of Utah; Chris Burnett- Texas A&M, Kurt Merrill- Student Conservation Association, Inc. and Tina Carter- Southwest Texas State University.

The current Student Representative, Dominic Iocca - Nantahala Outdoor Center was then introduced. He discussed the role of the Student Representative and the important of getting involved and staying in contact with the other students of AORE to make sure all the student issues are being addressed. One great way of doing this was found last year when student regional representatives where created to help the Student Rep.. Dominic reviewed the efforts he made during he role as Student Rep. these included: the AORE web page, ICORE ride/room sharing, attending AORE Board of Director's Conference Calls, and attending AORE B.O.D. meetings before and during the ICORE conference. Dustin Wilbanks was one of the Student Representatives, he discussed some of the methods he used to stay in contact with his region and create awareness for new students to become involved in AORE. Dominic also discussed the Career Table, this is a chance for students to collect information about upcoming or current jobs. Dominic recommended that students place their resumes there for professionals to be able to review and then get in touch with students at the conference. This table will also have information about upcoming workshops, certifications, and training sessions.

Tina Carter reviewed the new programs for AORE students including the new MENTORING Program in which students can get paired with a current professional to assist in the development of the student. Mentors can assist with job preparation, resume preparation; can provide advice on certifications, job awareness, and can be someone to discuss ideas/goals, or future plans with. More than likely each person has a mentor at the current school or job they are at- this program provides a opportunity of students to have as mentor in a difference location or in a specialized field of interest.

Students can sign up for the Mentoring Program at this year's ICORE conference or by getting on the AORE web site (see attachment)

Tina also reviewed the RESUME REVIEW Program, this program was established for students to get advice from other Outdoor Professionals regarding their résumé's. Students can gain access to this by getting on the AORE web site. The professional list rotates to allow students to get advice from different sources. Tina also provided handout for students from the Southwest Texas State University Career Center as examples on recreating better résumé's.

Brian Wilkinson brought in copies of a resource that students can use to better prepare for the job search. The packet was titled *Outdoor Experience Log and Checklist: A Guide to Assist in the Self-assessment and Evaluation of Future Outdoor Educators*, this is recourse that students at the University of Utah are currently using. He had limited copies, but the information will be placed on the AORE web site and students can get it there.

Tina introduced a one-page flyer that summarized the mission of AORE and some answers to commonly ask questions by students regarding AORE. This flyer would be placed on the Career table for any student to collect. If anyone has any questions regarding the information or AORE in general all the AORE Board members are resources to assist- please do not hesitate to get in touch with us (see attachment).

The session rapped up with discussion about the Student Luncheon and student meeting. Importance was placed on the need for all students to attend these sessions, this is where the new Student Representative would be voted, new student reps would be selected, and students would have the opportunity to set long term goals and objectives for AORE student needs. All students are then encouraged to attend the AORE Business Meeting, this is the best way for students to understand the needs and issues surrounding the association.

Job Search Essentials

The list below provides a systematic method for assessing your readiness to undertake a job search. Before you begin your search, make certain you are equipped with the essentials. When you have checked all the items you are ready to take the plunge.

Start early - at least two semesters before graduation.

- Job target identified
- Participated in appropriate workshops and developed interviewing and job seeking skills
- Resume
- Stationary, envelopes, and postage stamps
- Access to computer for word processing
- Sample cover letter
- Register with Career Services
- Designated and organized work area
- Record keeping system (job search notebook, calendar and task schedule)
- Two interviewing outfits selected from wardrobe (cleaned and ready to go)

- Three- to six - month plan formulated
- Six month budget
- Prioritized list of potential employers (ten top priority, 15 strong interest, 25 some interest)
- Two personal support people identified specifically for job search
- Utilize community resources (employment support groups, Job Service, etc.)
- Other

Biographical Sketch

Tina completed her B.S. in Exercise Physiology and her M.Ed. focusing in Exercise Physiology and Educational Psychology all from the University of Nebraska–Lincoln. Tina is currently the Director of the Outdoor Recreation Program at Southwest Texas State University.

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ATTACHMENTS

What is AORE?

The Association of Outdoor Recreation and Education (AORE) is an organization developed by and for outdoor recreation and education professionals and students. Founded at the International Conference on Outdoor Recreation in 1993, AORE is a grass roots organization dedicated to advancing the field of outdoor recreation and education. AORE's Board of Directors serve as volunteers for the Association and are elected by the membership. They are practitioners who have a vested interest in protecting and advancing the profession of outdoor recreation and education. AORE is a small, non-bureaucratic organization. AORE's agenda is developed by the membership.

AORE's Mission

The mission of the Association of Outdoor Recreation and Education is to provide opportunities for professionals and students in the field of outdoor recreation and education to exchange information, promote the preservation and conservation of the natural environment, and to address issues common to non-profit outdoor programs.

How can AORE help you?

** AORE is the only organization dedicated to serving the needs of recreation and education professionals in non-profit settings. **

Through AORE members have a mechanism to interact with and affect decisions made by public land managers and the human powered outdoor recreation industry.

By attending the annual International Conference on Outdoor Recreation and Education (ICORE) you can share your thoughts and ideas with hundreds of other professionals, students, resource area managers, and vendors from around the globe. You can improve or expand your skills through participation in conference workshops and presentation sessions. AORE also provides a Career Center at the ICORE for students and professionals looking for internship, graduate assistant, and professional positions or candidates. AORE members receive a discount for conference registration fees.

As an AORE member, you may wish to volunteer to work on a task force throughout the year, to address critical issues that impact the field of outdoor recreation and education. Or you may wish to run for election on the AORE Board of Directors to help guide the future of the Association.

AORE members enjoy networking and communication opportunities through the Association newsletter, conference proceedings, and several publications.

AORE is committed to promoting ecologically sound stewardship of the natural environment. AORE serves as a collective voice for its members regarding topics of regional and national concern.

So what exactly does AORE do?

AORE addresses issues that impact the outdoor recreation and education profession, and works to improve networking and communication between member programs, professional, students, and the agencies that members rely on to operate their programs.

Sponsor of the annual International Conference on Outdoor Recreation and Education (ICORE), AORE provides an opportunity for members and interested parties to share the wealth of knowledge, skills, and experience of the Association membership. Each conference features pre and post-conference workshops, professional presentations, and feature presentations by leaders in the field of outdoor recreation and education.

AORE was represented at the National Summit on Outdoor Recreation in Washington D.C. and plays an integral role in the development of comprehensive nationwide plans for outdoor recreation.

AORE's quarterly newsletter, Association News, works to improve communication between programs and keep members appraised of important issues.

Issues currently being addressed by AORE task forces include: MORE assistance and publications; environmental and access issues; risk management, accreditation, and certification issues; networking and membership development; national outdoor book awards; and Association awards.

Students!

AORE has mentoring and resume review programs available. Check out the Job Search area to find a full-time, part-time, or summer job. We also have internships and graduate positions listed there. The members of the association are some of the most recognized professionals in the world. By attending the annual]CORE Conference you will establish a network with these professionals that will help you for years to come.
This is one opportunity you can not afford to miss.

Return to:
Tina Carter
Outdoor Recreation, SWT
601 University Drive
San Marcos, TX 78666

AORE - MENTORING PROGRAM
TELL US ABOUT YOUTH

Name: _____

Mailing Address: _____

City/State/Zip: _____

E-mail Address: _____

Phone Number: _____

Best way to reach you (check one):

☐ Phone ☐ E-mail ☐ Regular Mail

What year are you in school: _____

What school are you currently attending: _____

Are you currently working with a Outdoor related program? If so please describe your current responsibilities:

_____

_____

_____

Areas of vocational interest: (check all that apply)

☐ Outdoor Recreation/University Program
☐ Experiential Education/Challenge Course
☐ Private Guide/instruction
☐ At Risk/Adjudicated Youth Outdoor Programs
☐ Elementary/Secondary Outdoor Programming
☐ Outdoor Retail
☐ Outdoor Marketing
☐ El City Parks/ Recreation
☐ Wilderness Medicine
☐ Other:

Areas to which you would relocate or areas you would like to live:

_____

_____

_____

What would you expect to acquire from a mentor?

_____

_____

_____

RECREATION ECOLOGY: A LOOK AT THE AFTERMATH OF OUTDOOR ADVENTURE PROGRAMS

Mark Jewell

Program Description

An introduction to the field of recreation ecology. The usefulness of the information gathered, a case study using Shenandoah National Park, and what outdoor adventure programs can do to help. "Are adventure programs loving their natural resources to death?" This presentation addresses one of many threats to our protected natural environments; recreation use. Large and sometimes ecologically sensitive areas have been developed with facilities to accommodate visitor use, however, recreationists continue to unintentionally trample vegetation, erode soil, and disturb wildlife. Such human–related biophysical changes present a dilemma for those adventure programs that are concerned with providing recreational opportunities and preserving the natural environment. An introduction to recreation ecology, discussion of research findings, and the future direction of outdoor adventure programs in the new millennium will be discussed.

Biographical Sketch

Mark Jewell received his Bachelors degree from Virginia Tech in Forestry/Natural Resource Recreation. He is currently a Masters student in the Parks, Recreation, and Tourism Management Department at Clemson University. His research interests are in the field of recreation ecology, particularly visitor impact assessment and monitoring. Other interests include international wildlands and ecotourism. He is currently working on a trail assessment project in Shenandoah National Park, and has worked at several national parks nationally and internationally.

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SPINAL ASSESSMENT GUIDELINES: DO WE NEED FULL SPINAL IMMOBILIZATION FOR EVERYONE WHO TAKES A FALL?

Jim Morrissey

Spine immobilization has been traditionally based on Mechanism of Injury (MOI). A positive or an unclear mechanism of injury equals spine immobilization. Those guidelines, intended to give the rescuer a formula that is conservative and clear, is in many cases fraught with confusion, uncertainty and doubt. A more accurate and appropriate system of evaluation is now available to the field care provider. It is the same system used in thousands of emergency departments throughout the United States. This system includes mechanism of injury as a *factor*, as well as the patient's mental status, and a thorough physical examination. The combination of these findings help the rescuer decide whether spine immobilization is necessary, or not.

The "BOOK" says, pre-hospital care professionals (including Wilderness First Responders) must fully immobilize any patient who sustains a positive or possible mechanism of injury (MOI). The "BOOK" I am referring to includes any of the textbooks that we have been using in the last 15-20 years on pre-hospital emergency care including Emergency Care and Transportation, Emergency Care in the Streets, Pre-Hospital Trauma and life Support to name a few. We can all think of examples of violent and serious mechanisms that could cause an unstable spine injury. We should (and usually do) immobilize these patients whether or not they present with spine injury signs or symptoms. Proper immobilization would of course include a cervical collar, extrication device if needed, and fully long boarded so as to eliminate lateral shift of the patient if they need to by tipped on their side.

The criteria for spine immobilization has historically been based on MOI. Some examples of a positive MOI that our texts offer us are:

- a fall from a height
- acceleration / deceleration forces
- motor vehicle accidents
- gunshot wounds
- head trauma, or any injury above the clavicle
- lightning or electric injuries
- any injury involving motion (PHTLS)
- children who fall from a height; fall off a bicycle, tricycle, or skateboard (AAOS 5th Edition)

The problem with this type of list is that it leaves very little room for judgment. I am sure we all can come up with situations from the above list in which a more specific and appropriate system of spine injury evaluation would have been desirable.

So the question to the rescuer provider is: Do we always immobilize the patient who:

- takes a fall.....off of a picnic table onto the grass.
- is in a motor vehicle accident.....but its a fender bender with 6 people in the car.
- has a gunshot wound.....but to their thigh and arm.
- has a wound to the head.....from glancing off of a sharp branch.
- gets a shock.....from screwing in a light bulb and slips on their butt

- is a victim of motion? What does *that* mean?
- falls off of a skateboard? Need I say more?

Obviously not. Please note however, that some of the above mentioned folks actually might have injured their spine, although unlikely. These are the types of situations were the spine assessment guidelines help rule in or rule out spine injury.

There are many situations in which a trauma patient is not immobilized. Some of these are appropriate and some are not. After all, even the definition of trauma is pretty vague. According to Taber's Cyclopedic Medical Dictionary, the definition of trauma is " A physical injury or wound caused by external force or violence". Some local agencies define a trauma patient more specifically, but even those can be left to interpretation. Lets take motor vehicle accidents (MVA) for example. Rescuers do not always immobilize all MVA victims. We look at how much force was involved, evaluate the patient, and then decide the course of action.

Many these so called positive mechanisms should be more appropriately defined as uncertain mechanisms. Examples might include a slip on the ice, a low velocity MVA, a punch to the jaw, or a fall while skiing. The proper approach to this type of patient should include that the patient may, *or may not,* have a spine injury. They are considered possibly spine injured until proven otherwise by an evaluation done on the spot, in the field, or on the street.

Until recently, not many people have addressed the issue of pre-hospital care providers using field criteria for assessment of spine injury. We have, however, been doing just that for years without any guidelines or field protocols from which to work. Without those guidelines, rescuers have developed their own solutions to this conundrum. Working under such dogmatic protocols as "immobilize everyone in an MVA", rescuers have had to come up with their own set of approaches in treating the patient who has had a positive or uncertain MOI. Some rescuers give full spine immobilization treatment every time, "no matter what". Other rescuers who "know" that the patient has no spine injury, but may be in fear of ER staff reprimand or protocol violation, have had patients walk down stairs or out of vehicles and THEN onto the backboard where they are "immobilized" by a token strap or two. Some rescuers use a cervical collar alone, "as a precaution only". Obviously those folks just don't get it.

A contributing factor to this problem occurs when we get the patient to the ER. We have all seen our fully immobilized patients taken off the board in an amazingly short period of time. No X-rays, just a few questions, a quick exam and POOF, clear spine. Is there some divine enlightenment these practitioners have? Well of course not. They are using simple, safe and reasonable criteria (or they should be) to decide if the patient can be let off the board, or must remain immobilized until X-rays and reevaluation occurs.

Basically, the spinal assessment criteria goes like this: If there is a possible or an uncertain MOI, then a rescuer should maintain "hands on" stability of the spine while an evaluation of the patient takes place. A standard initial evaluation should be performed, and then during the focused history and physical exam a specific spine assessment evaluation can be done. If the patient is calm, cooperative, sober and alert, has no pain or tenderness to the spine, and has a normal neurologic exam (meaning they have normal motor and sensory functions in all 4 extremities), then there is NO spine injury. It really is that simple. Even those occult, or partial cord syndromes will be picked up with this system. This adds just a few seconds to your evaluation and then your treatment is logically connected to the problems that you are dealing with. You no longer need to immobilize patients just because you thought you were "supposed to."

In emergency medicine, it is important to know what is wrong with the patient and it is equally important to know what is *not wrong*. The goal of this spine assessment guideline is to properly recognize those who do need to be immobilized, and to clearly, confidently and correctly clear those folks who don't need to be immobilized. You may even find yourself immobilizing people using this criteria that may have not been immobilized in the past. It is time for a realistic approach to the assessment of the trauma patient that is safe, reliable, and easy to teach. Based on science, sound clinical guidelines, and using a standardized process, the rescuer now has a simple, user-friendly system to help in the decision whether or not to immobilize a patient. The Physicians Advisory Board (PAB) in the state of Maine, and a number of other state EMS systems have approved a 1.5 hour educational program that was developed by Dr. Peter Goth. Dr. Goth is a board certified emergency physician with over 20 years of emergency medicine experience. He has developed EMS and wilderness medicine guidelines and has been a pioneer in developing an Advanced Trauma Management Course.

This spinal assessment criteria has been widely accepted in the field of emergency medicine and has been taught and used by thousands of persons worldwide. The state of Maine EMS office has copies of the booklet written by Dr. Goth and the Maine state EMS protocols for sale at a nominal price. The Maine EMS office phone number is 207.287.3953.

Biographical Sketch

Jim Morrissey is head of faculty for Wilderness Medical Associates and has over 20 years experience in wilderness medicine. He instructs both wilderness medicine courses and mountain rescue courses worldwide. He holds certifications as a NREMT–P and WEMT and is a flight paramedic, climbing ranger, and ski patroller. He is the author of *The Wilderness Medical Associates Field Guide.*

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INDUSTRIAL RECREATION: GUILT BY ASSOCIATION

Stefan J. Jackson
Craig Mackey
Drew Simmons

Program Description

Outdoor recreation on public land continues to grow. Outdoor recreation's impact on limited natural resources – public land and public land management – is more obvious to more people. Do we educators have any reason to respond to allegations that "industrial strength recreation" is as or more damaging to natural resources as extractive industry?

"You talkin' to me?"

What does it mean to be part of the recreation industry? Are there subplots and conspiracies guiding, inspiring and manipulating our programs?

"You talkin' to me?"

Are our programmatic plans accidentally or intrinsically evil? Have we headed down the dark path by encouraging and training present and future outdoor recreationists?

"You talkin' to me?"

Biographical Sketches

Stefan J. Jackson is the Public Policy Manager for the National outdoor Leadership School (NOLS). A lawyer and outdoor professional by training, he oversees the management of the NOLS Public Policy Program that focuses on operational permitting, access and wilderness issues. NOLS is a 501(c)(3), non–profit, educational organization and a founding partner and progenator of Leave No Trace education.

Craig Mackey is the Public Policy Liaison for Outward Bound U.S.A. A lobbyist, public affairs and public relations professional, he oversees the management of Outward Bound's public policy and environmental affairs with a particular emphasis on land management issues. He represents Wilderness Inquiry in similar matters and fashion.

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OUTDOOR LAW

James Moss

Program Description

Each year statutes and legal cases change the legal issues affecting Colleges, Universities and Outfitters. Since ICORE 1998, cases have been decided in Wyoming and Ohio affecting outdoor recreation programs in those states. This presentation will look at the changes in Outdoor Recreation law since the last conference and attempt to interpret and assist attendees in implementing those changes.

Biographical Sketch

Jim Moss is a risk management consultant and attorney. Mr. Moss is the author of the *Lawyer's Advisor*, a handbook for consumers and attorneys on how to deal with one another, published by ICS Books. Mr. Moss consults with service oriented industries to decrease their chances of being sued. He specializes in outdoor recreation law and insurance defense for the outdoor recreation industry. He has been published in numerous publications including *Outside Business, the Outdoor Network* and *Proceedings of the International Conference on Outdoor Recreation*. He has been quoted in the *Wall Street Journal*, the *Denver Post*, and the *Rocky Mountain News*. He has made presentations to Colorado attorneys in continuing education courses, the Western River Guides Association, the Professional Paddlesports Association, the Boys Scouts of America, the International Conference on Outdoor Recreation, the Wilderness Education Association, and federal land management agencies.

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ABOUT THE ASSOCIATION FOR CHALLENGE COURSE TECHNOLOGY

Jim Cain

The concept for the Association for Challenge Course Technology began in 1988 through a series of Ropes Course Builder Symposiums and evolved until the association was formally organized In 1993. The ACCT is the first trade organization in the world for Challenge Course Builders. The purpose of the association is to promote the use of Challenge Courses and to set minimum standards for Challenge Course installation, programming and instruction.

ACCT has two levels of membership, a Voting Member and, an Associate Member. Voting Membership is open to professional Challenge Course vendors. To become a Voting Member, you must complete a detailed application, receive approval of the Board of Directors, complete a peer review and pay an annual fee at the Voting Member level. Voting members have extensive experience in the field and set policy for ACCT. Interested parties should contact the ACCT Main Office for details.

Most ACCT members are Associates. Associate Member benefits include: a current copy of the ACCT "Challenge Course Standards," a subscription to our newsletter (published 3 times/year), a discount on our conferences, and the access to ACCT / Interstate Insurance Company sponsored insurance program.. The present cost for this level of membership is $45 per year ($55 for members outside of the US, Canada or Mexico).

If you are with an organization and you wish to purchase memberships for many individuals, ACCT has an Organizational Associate Membership available for $150.00 USD. This membership has all of the benefits described above for up to five people.

Associate Membership and Organizational Associate Membership is open to any interested party. Please fill out the enclosed application along with payment and send to ACCT.

ACCT Challenge Course Standards are available to anyone interested. Individual copies are $25.00 each. Quantity orders of 20-99 are $17.00 each plus shipping. Quantity orders of 100 and larger are $14.00 each plus shipping.

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(540) 668-6634
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Choosing A Challenge Course Builder

If you are planning to build a new Challenge Course or if you have one and need services like a safety inspection, maintenance, expansion or training, your choice of a professional builder will be a very important one, both for now and in the future. Choosing a vendor who can provide a complete range of services and one with a good reputation is key. The following is a list of questions you might want to ask a prospective builder.

1. Is the vendor insured for general liability and for "completed operations" or "product" liability? Are all employees and agents covered by worker's compensation insurance and are all vehicles adequately covered? Can they produce policy copies or a certificate of insurance if requested?
2. Does the vendor have at least 5 years of full-time experience in providing the services you need? How many courses have they built and in what regions? How much experience does the individual builder, inspector or trainer have who will work on your project? Can the vendor produce a list of references for similar projects?

3. Does the vendor offer more than course construction? How about a periodic safety inspection program; a variety of training opportunities; maintenance and repair services; course expansion services; course supplies and equipment? If building a new course or expanding an old one, is a training package included?

4. Does the vendor adhere to the Challenge Course Installation Standards published by the Association for Challenge Course Technology? Can the vendor insure that the course will meet or exceed any other applicable standards? (i.e., camp accreditation standards, state regulations, etc.) Will the vendor help you to establish internal procedures and policies for course management? Does the course come with a warranty?

5. Is the vendor financially stable? Is a formal contract executed for all services? What are their terms for deposits and payments?

There are many reputable builders from which to choose. There are also many questionable ones! We strongly suggest choosing some of the questions above that seem important to you and adding others that express your own concerns and then ask them when you contact a prospective builder. If you can't get satisfactory answers, there must be a reason! You might also be interested in referring to the definition of a Qualified Challenge Course Professional as presented in the appendix of the *Challenge Course Standards* published by ACCT. If you need further assistance, please contact the Association for Challenge Course Technology.

Biographical Sketch

Jim Cain is the author of the adventure based teambuilding book *Teamwork and Teamplay*, the Executive Director of the Association for Challenge Course Technology, and the Manager of the Cornell University Corporate Teambuilding Program.

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URL: http://www.frontiernet.net/-teamplay

OUTDOOR RECREATION, THE TOTAL CONCEPT

Ed Dunning

Abstract

Originally this model was intended to improve the outdoor recreation services to United States Navy personnel, who's eligible patrons usually consist of active duty military, their family members, reservists, Department of Defense civilian employees and others. Currently many military outdoor recreation centers are a mismatch of unfocused energy. The concept is to offer a complete service in your program and harness unproductive energy into a more productive force.

Currently most outdoor programs in the military, colleges and commercial areas specialize either in sales, repairs, rentals or guiding and outfitting. Rarely do you find one active in all four areas. I would like to encourage you to include all four areas and apply them to human powered outdoor recreation. It is possible and desirable to offer our customers all of these services, all four are interrelated and feed off one another.

The Concept

This is not a new idea. I have no idea where, when or who started a total service specialty shop. Perhaps it was the primitive person who invented the atlatl, he made the weapon, taught others how to use it, let other hunters use it, traded atlatls for goods and services and gave instructions for making the atlatl. I am assuming it is not a new idea but one that we could well emulate.

One shop that operates in this manner is Pacific Water Sports (PWS), which is located near Seattle WA. PWS has long been recognized as the credible source for all sea kayaking needs. Judy Moyer (1999) of PWS said they have been offering rentals, sales and programs since 1972. They are well known as the people and the place to go if you need to know anything about paddling in the Northwest, or have any paddling needs. Many ski resorts also offer this type of service, they have lessons, rentals, repairs and will sell you a hat, goggles or whatever else that you were unfortunate enough not to have.

Undoubtedly there are many other specialty shops offering these services that I am unaware of. But every year I have noted a trend in the retail world toward more services than strictly sales. Outdoor specialty shops have been expanding their offerings to help educate, inform users and grow outdoor adventure pursuits. It makes good business sense to create and groom users who need your services. A good example of this are ski areas that offer first time skier or snowboarder packages. They offer a deeply discounted package, including rental gear, a lesson and a lift ticket but not because they want to lose money, quite the contrary. These ski resorts know these people will have an eye opening experience they will never forget. Some will return over and over, renting or buying gear, purchasing lift tickets, lessons, food, day care, etc.

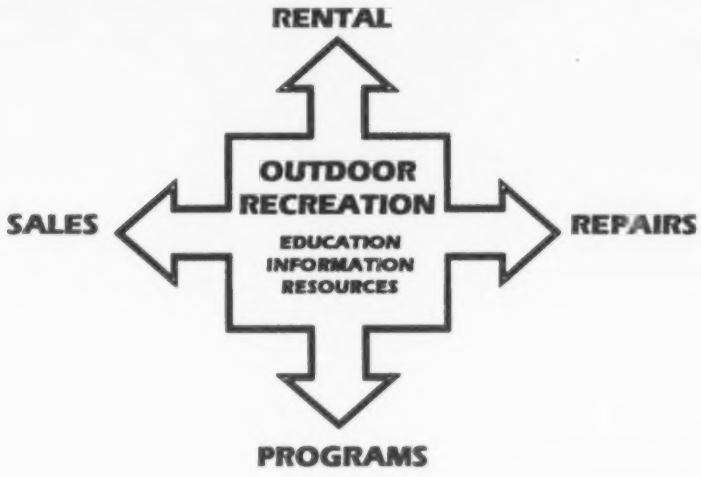
Like many others in our military and college population I am an outdoor enthusiast. I travel a lot assisting Navy outdoor recreation programs worldwide. Not unlike the military and college group, when I arrive in a new area, I know little or nothing of the geography, available activities, how, when and where to participate, or where the best place is, if any, to get specialized gear. For outdoor athletes the logistics of participating in certain activities are not as simple as other sports such as basketball, racquetball and running. College and

military gyms are easy to find and usually have the gear needed to participate in the sport. People who wish to be active in outdoor activities in unfamiliar surroundings will require additional support. A person new to an area may be looking for transportation, knowledge of the local environment and its hazards, the best places to participate in their chosen activity, or specific instruction if they want to learn a new skill. People will also approach you to gain knowledge of an activity unique to your area. To help them, it is crucial to have specialized gear and very knowledgeable staff members who can reasonably advise and direct them to suitable locations.

The outdoor industry realizes how important it is to offer other services. The Jackson Hole Kayak School indicated that tours and instruction are just part of the mix. They also operate a retail store. When asked which one drives the other, owner Aaron Pruzan (1999) says, "It goes both ways. Teaching drives retail and having a retail presence can't help but drive the instructional programs."

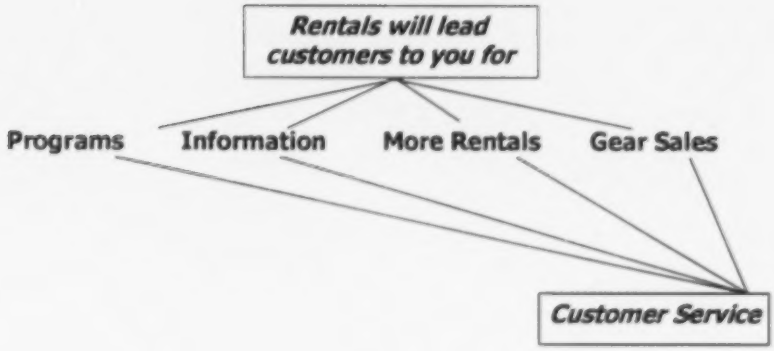
Mike Overton (1999) owner of Outside Hilton Head outdoor specialty store said "our focus has always been on educating customers." He is not only interested in providing instruction on how to do specific activities, but also in teaching customers about the local environment, history and culture. He now has 50 certified kayak guides who are all considered interpretive naturalists. In a like manner we need to know the value of additional services and realize the importance of this to our customers.

All four areas interact; they have a symbiotic relationship.



Rentals & Sales

Almost everyone interested in the outdoors has, or will use rental gear. Rentals are popular with beginner and intermediate level users. Generally rentals hold the best value for occasional users. People who are more experienced may require specialized gear if they are traveling or if they are only occasional users. This group will be better served by higher end gear. If you can, buy two grades of rental gear from the same manufacturer, the in-line rental model and one in the high or mid-range of the product line.



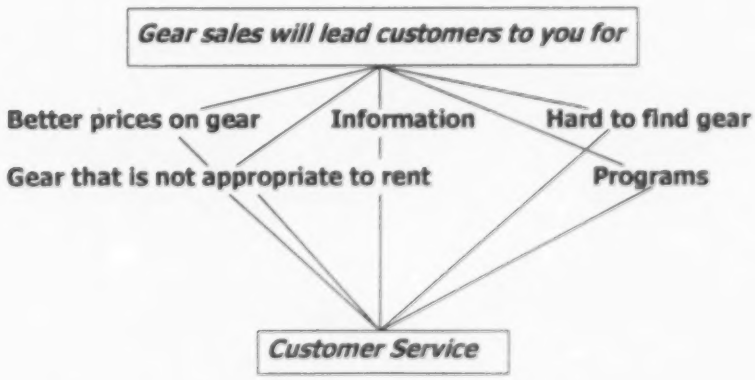
Sales

When customers use your gear and have a good time they will know you carry a good product. Every time you rent, and the customer has a memorable experience, you have built confidence and creditability in the equipment and your staff.

"Rent what you sell," says Tom Derrer designer and owner of Eddyline Kayaks. "Some retailers buy cheap boats, put them in the rental fleet, but don't sell them. That is just dumb" (Vilaboy, 1999, p. 33).

If you get a dealership and intend to sell gear, rent the same brand and type of gear, this gives the customer the chance to try, before they buy. You may also get a better price for your gear. You do not need a floor full of tents to sell them. You should be able to special order tents for your customers. Special orders will keep your inventory down. The downside to special orders is missing a lot of sales from people who want their gear immediately. For customers who are ready to purchase without delay, direct them to the nearest specialty shop.

If a person uses a rental item and really likes it, you may suggest that they consider buying their own. The reasoning is that if you rent a sleeping bag for $8 a day and rent it 15 times your cost of using it was $120. For $120 you can get a decent bag, use it whenever you want without worrying who did what in it and not have the hassle of renting. Anything you own will also last longer and you will intimately know what its strengths and limitations are.



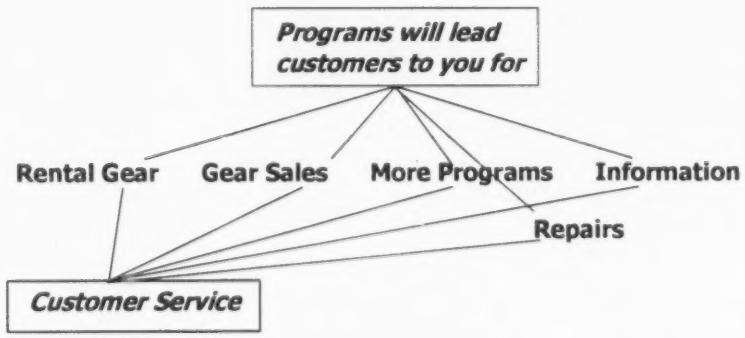
The outdoor staff should question any potential renter and especially buyers to ensure they are getting what they need. If they are interested in buying, recommend higher and lower end bags to give the patron some purchasing options, even if you don't carry low end bags. After they choose the bag they want, remind them of some other needed gear. A tent, pad, stove, pack, etc. If the customer is dissatisfied with the product or service, offer a replacement or refund. If you give the customer a refund in most cases you will not be out any money, you can discount the item and put it back on the shelf. If the item has been used, don't sell it as new. Even if you have to sell it at cost, your loss will be minimum and you will have a satisfied customer.

Repairs

Equipment breaks and needs repairing. If you are already repairing rental or program gear, offer the service to your patrons. Repairs are a valuable customer service, most people do not have the skill, knowledge, time, desire or special tools required to safely repair their equipment, especially items like bikes, skis and snowboards. A repair service will give you increased revenue in sales. Almost every time a customer brings something in for repair, they are going to need some new parts. With bikes you will also find yourself installing new accessories and up grading components for those who want to improve performance or comfort.

Programs

Trips, instruction and events give people the needed skills and knowledge to safely participate in, or to progressively improve upon their favorite outdoor pursuit.



Instructors introduce the students to the required and recommended gear for participating in an activity. Once a person learns how the gear works, where to go and how to do it, they are going they need access to the proper gear. The participant needs to be outfitted with rented, borrowed or purchased gear. You can be available to rent the gear and/or sell it.

Be the Source

It is important your customers trust you and your judgment. Always believe in, use and stand behind your product. Make sure your staff is well trained in technical skills and customer service.

Become known as the source. Only use, sell and rent good quality gear. Strive for credibility in all areas. Ensure your mechanics properly tune and repair equipment to industry standards. Carry out all program operations to conform with current industry standards. Provide comprehensive information on outdoor activities available in your region. Above all connect with your patron. Relate to them by listening, being a passionate outdoor advocate and participant.

Now the question is, how does one go about developing a program such as this? A 1998 assessment of Navy outdoor recreation programs at sixteen different commands showed a general need for proper staffing and training. David Webb (1999), who was contracted to do the study, reported that employment qualifications and specific outdoor recreation training were two of the basis upon which all changes, improvements and long term growth are founded.

Derrer informs us that a retailer's selection coincides with the participation level or product knowledge of boat department staff members. In other words, you can only effectively sell what you understand (Martin Vilaboy 1999). I may add that this applies to all occupations, you must intimately know and understand your product.

According to Glen Bernard (1999), publisher of *Canoe & Kayak Magazine* there are people working in the outdoor market whose career interests are in another industry. Or perhaps they simply weren't given the proper training, guidance and support from their manager or supervisor. The real professional focuses on customer solutions and creates a win/win situation with the customer by first satisfying their needs and then getting the business done for their shop. This relationship is rooted in the professional having a good level of knowledge and competence along with a proper level of sales and business savvy and the ability to create trust and demonstrate respect for the patron. Bernard then asks these questions of us:

- Is your company committed to professionalism, continual improvement and
- total quality?
- Are your employees empowered to make decisions?
- Does management have a plan for ongoing staff development?

In his view, what it boils down to, is what your company's core values are, how these values affect your business practices and how you motivate your employees both professionally and personally.

No matter what we do, people are our number one resource. You may have an overwhelming amount of, and the best gear, the most modern building, the ideal location and a pile of money. Even with an optimum of material things you still need people that have that combination of quality, attitude, interest, education, experience and skill to grow your business. You get the right people and you will succeed at what you do.

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Biographical Sketch

Ed worked eight seasons as a trail crew construction foreman and on a trail maintenance crew with the USFS in Washington State. During this time period, his winter months were spent as an alpine ski instructor and collector of unemployment compensation. As McChord AFB, Ed worked one year as an outdoor programmer / guide and started the PSIA certified, Outdoor Adventure Ski School. In 1988, he began work at Naval Air Station Whidbey Island as the manager of their rental shop. From there he increased the operations to include outdoor programs, gear repair service and an outdoor specialty resale shop. While at NAS Whidbey, he also guided and instructed canoeing, rock climbing, skiing, and snowshoeing activities. Currently Ed works for the Bureau of Naval Personnel as the Navy's world wide, lead outdoor recreation specialist.

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"THE PSYCHOLOGY OF GROUPS: WHY QUALITY AND IMPARTIAL LEADERSHIP IS CRITICAL TO A GROUP'S SUCCESS"

Richard Campbell

Understanding the psychology of groups is critically important to the overall success of your group regardless of the population you work with, the setting of your group, or the established goals of your group. This understanding is essential in many situations related to working with groups in an outdoor education setting. This presentation attempts to describe typical characteristics of groups, potential outcomes based on these attributes, and ways to empower or facilitate groups to develop in positive directions. This presentation and paper is intended to educate outdoor educators, program managers, field staff, expedition leaders, and others that work with groups of people in outdoor settings so that quality experiences can be achieved.

This presentation and paper is an introduction to the processes of groups, what motivates individuals within groups, how groups respond, symptoms of potentially negative group processes, and some possible antidotes.

There are numerous theories and theorists that address groups and group development. There is the classic "forming, norming, storming, performing, and adjourning" theory of group development that many people use in trying to understand how a group evolves. There are also a variety of developmental theories that focus on where individuals are in their own development that effects the outcomes of groups. Chickering is a popular theorist that has identified a theory based on vectors, which focus on college student development. Other developmental specialists include Piaget and Erikson. While their work is invaluable to the understanding of individuals and groups, the focus of this paper will not describe these processes but will highlight other manifestations of the processes of groups.

In the following sections, I will highlight social facilitation, social loafing, conflict resolution, decision making, groupthink, conformity, compliance, and obedience. The list above describes groups and tendencies of individuals within groups. A special focus will be placed on groupthink due to its symptoms and the fact that they are synonymous with many aspects of outdoor education. Along with a detailed description of the symptoms of groupthink, a discussion of possible antidotes to groupthink is also explored.

A tendency of group membership is that the more people involved in an endeavor, the greater the possibility of accomplishment. This is known as social facilitation. If the activity is familiar, then the group setting will improve performance. This should not come as a surprise since it is often the basis of our own programs. A classic example of this is an expedition where many individuals contribute to the success of the group.

An interesting byproduct of social facilitation is social loafing. As a group size increases, individual effort within the group tends to decrease. (Remember the example given by John Gans at the opening address? He described class size in an indoor setting such as his daughter's kindergarten class versus the class size of a typical NOLS group, and the instructor to participant ratios and resulting implications.) Unless the group is extremely collective, individual effort within groups decreases as group size increases.

There are two very specific methods one can use to counter this tendency. One method is to hold people accountable. Another method employed is breaking the large group into smaller ones. These methods have shown good results.

Conflict resolution within groups has some predictable outcomes that when made aware of, can assist a leader in managing strategies to resolve differences. People in groups

tend to be focused on three outcomes including competition, altruism, and cooperation. Groups facilitated in these directions tend to follow the natural flow of group tendencies.

Decision making in groups takes on unique characteristics that if left unchecked, can potentially lead to undesirable results. One aspect of decision making in groups is a phenomenon called polarization. Polarization in a group setting is an exaggeration of a group member's original position. Another way of describing this is to envision a group member that has a view on some subject that is at one point on a scale. When that group member and other group members on the same spectrum of the scale are in the same group, they strengthen each other's view and the result is a position that was more extreme than the initial individual position. In this way, extremism in groups takes hold and directs the group. An example of this kind of group (that we discussed in the presentation) is found in some militias. When polarization influences a group, rational decision making is not probable.

Groupthink is another outcome that effects decision making in groups. A definition of groupthink is the process through which a group of individuals remains locked into a particular pattern of thinking, constantly reinforced through daily interaction. This pattern can become so strong that it inhibits development of any alternative perspectives and specifically inhibits emergence of any attitude which questions the perspective which it sustains. Individuality is repressed by the power of the group thought pattern. (Aronson, 1995). Another more concise definition of groupthink is group members' striving for unanimity overrides their motivation to realistically appraise alternative courses of action. Before a more extensive discussion of groupthink is discussed here, I want to highlight some concepts of social influences that may further assist in the exploration of groups and groupthink.

Social influences are constantly impacting groups. Some of the social influences that have been identified include conformity, compliance, and obedience.

Conformity is the tendency of people to modify their behavior to become consistent with group norms. This is more pronounced in smaller groups of three to four people. The Asch studies are very vivid examples of how many people actually modify their behavior to become consistent with group norms. In this study, an individual would typically change his or her mind about the correctness of their own judgement of a relatively easy to solve puzzle.

In the example below, Asch created a study where four people (three confederates and one control person) were asked to judge which line most correctly matched "x". When three people, confederates of the experiment, all chose "c", the fourth person overwhelmingly chose "c" as well. When there was one dissent from a confederate (two people chose "c" and one person chose "b", or "a", then, the last person (control person) answered with the correct observation. Despite the seemingly obvious fact that line "x" and "b" are identical, when people observed others making unanimous but incorrect decisions, their own decision matched the unanimity of the group despite logical and visual sense. This behavior has implications for leaders in many settings (Aronson, 1995).

Modification of behavior based on another's behavior, motivated by desire to gain reward or avoid punishment describes compliance. Strong conviction is not associated with compliance.

Obedience is the modification of behavior based on the command of authority. The classic social psychology studies that illustrate how authority can dictate behavior are the Milgram studies. In these studies, an authority figure dictates to another to administer a shock wave to another person if they answer a question incorrectly. In this study, people would administer shocks increasing in intensity. In fact, when the authority asked to increase the levels of shock to near dangerous levels, the person in the experiment continued to shock the person answering the questions. (Actual shock waves were not administered. Confederates of the experiment acted as if such shock waves were administered. This does raise the question of ethical issues related to these types of experiments. These issues are addressed by social psychologists. I will not attempt to address the issue of ethical experiments except to point out that there is a broad range of views regarding their use.)

When authority appears to know what she or he is doing, then the modification of behavior is more pronounced. This includes authority figure dress, the location of the experiment, etc. Proximity to the authority is another determining factor in establishing the extent to which the obedience is followed.

A good example of how proximity determines obedience can be found in Joseph Heller's novel, Catch 22. During WWII, Dunbar, a character in the novel, is ordered to bomb some Italian villages. Unwilling to openly rebel or harm innocent villagers, he drops bombs over empty fields close to villages but not on them. The closer one is to authority, the more obedient one will be. (Aronson, 1995.)

With this paper, I intend to explore a variety of thoughts related to group and human development. Groupthink is one area that warrants further discussion because of its symptoms and their striking similarity to outdoor adventure situations. The symptoms of groupthink are typically found in isolated groups, cohesive groups, groups that are homogenous, groups empowered to make decisions, and are triggered by stress. If the following symptoms occur, and there is an absence of quality and impartial leadership, groupthink is likely to occur. Of the symptoms listed above, the first five are often found in an outdoor adventure setting. An awareness of these tendencies coupled with quality and impartial leadership can divert the effects of groupthink.

Specific antidotes that can also be used to divert groupthink are to encourage criticism or feedback, seek input from an outside source, and breaking down into smaller groups to look for alternatives. These antidotes can be given to leaders in an attempt to divert groupthink from taking hold of group decision-making processes.

While the definition of groupthink – group members' striving for unanimity overrides their motivation to realistically appraise alternative courses of action – seems somewhat benign, if allowed to take over a group decision making process, negative and even disastrous results can occur. Many tragic examples from history such as Watergate, Hitler and the Third Reich, and the Space Shuttle Challenger explosion have all been traced or linked to groupthink situations.

Many of the decisions that outdoor leaders have to make are critical to the well-being of an entire group. This paper is intended to make outdoor leaders aware of the variety of ways that motivate people, how groups respond, what some symptoms look like, and the antidotes to divert problems. By educating outdoor leaders to some of the issues related to groups and individuals within groups, problems can be addressed in a proactive way. The nature of groupthink and other group processes is that it can overwhelm a group without anyone realizing that it has. By becoming aware of how these processes form, grow, and spread, leaders may be able to develop ways to counter the possible negative effects that they can have on group success and safety.

Groupthink

1) Group members' striving for unanimity overrides their motivation to realistically appraise alternative courses of action.

2) The process through which a group of individuals remains locked into a particular pattern of thinking, constantly reinforced through daily interaction. This pattern can become so strong that it inhibits development of any alternative perspectives and specifically inhibits emergence of any attitude which questions the perspective which it sustains. Individuality is repressed by the power of the group thought pattern.

Symptoms (of groupthink)

- Isolated group
- Cohesive group
- Homogenous group
- Group empowered to make decisions
- Stress impacts group
- Absence of good, impartial leadership
- (5 of 6 symptoms may be out of one's control)

Antidotes (to divert groupthink)

- Encourage criticism or feedback within the group
- Seek input from outside the group (a neutral, third party agreement)
- Break down into smaller groups and look for alternatives

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Biographical Sketch

Rich Campbell is a coordinator of the Outdoor Programs and adjunct faculty in the Health, Leisure and Exercise Science and Freshman Seminar departments at Appalachian State University, Boone, NC. He obtained an MA degree from ASU in Student Development in 1996 and has been working full time with the university every since then.

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COMMITMENT & ENDURING INVOLVEMENT IN ADVENTURE RECREATION: A PRELIMINARY STUDY OF WHITEWATER PADDLERS

Raymond Poff

Abstract

The concepts of commitment (Buchanan, 1985), involvement (Havitz & Dimanche, 1990, 1997; McIntyre, 1989, 1992), recreation specialization (Bryan, 1977), and sport commitment (Scanlan, Carpenter, Schmidt, Simons, & Keeler, 1993) seek to explain consistent and continued leisure/sport behavior. Researchers have struggled to reach consensus on definition and measurement of commitment. This paper reports on a qualitative exploration of commitment of whitewater paddlers. Observations at a national paddling film festival and interviews with two whitewater kayakers serve as the data for analysis and discussion.

Note: At the time of submission to the13th Annual International Conference on Outdoor Recreation and Education Conference Proceedings, this study was scheduled to be published under the following citation: Poff, R. A. (1999). Exploring Commitment Among Whitewater Paddlers: A Preliminary Qualitative Approach. Illuminare, 6, 1-8. The synopsis in these proceedings is an abbreviated/slightly-modified version of this article.

Background Information

Topic Introduction/Rationale

This research project is concerned with exploring the phenomenon of commitment as experienced by whitewater paddlers. It is a two-part study involving: a) observations of paddlers attending a national paddling film festival and b) personal interviews with two whitewater kayakers. The recreation and leisure literature concerning commitment reveals a lack of consensus on defining and adequately measuring this phenomenon. Many terms and concepts have been used to explain consistent and continued behavior, and related characteristics, in leisure and sport settings such as commitment (Buchanan, 1985), involvement (Havitz & Dimanche, 1990, 1997; Ewert & Hollenhorst, 1989, 1994; Schuett, 1993), recreation specialization (Bryan, 1977), and sport commitment (Scanlan, Carpenter, Schmidt, Simons, & Keeler, 1993).

Much of the leisure research literature has focused on involvement, a concept from consumer behavior research (Laurent & Kapferer, 1985; Zaichowsky, 1985), to measure 'commitment' by looking at involvement profiles. The sport psychology literature is more focused on measuring commitment at the psychological level and labeling it as commitment. With few exceptions, quantitative designs have pervaded the research literature, though recommendations for qualitative research have been made. This qualitative study, a preliminary look at commitment, may begin to reveal a possible connection or relationship between the current knowledge base of the approaches from leisure and sport psychology. In other words, the findings may demonstrate characteristics of commitment that would suggest a combination of theory from leisure and sport psychology.

Key Assumptions/Conceptual Framework

The sport commitment model (Scanlan & Simons, 1992), see Figure 1, was developed in an attempt "to examine the motivation underlying persistence in organized sport" (Scanlan et al., 1993, p.2). Scanlan et al. define sport commitment as "a psychological state representing the desire or resolve to continue sport participation" (p. 1). This model posits that sport enjoyment, involvement alternatives, personal investments, social constraints, and involvement opportunities are factors in determining one's psychological commitment to sport (Scanlan et al., 1993). Are these same factors appropriate in defining and measuring commitment among recreators, specifically, whitewater paddlers?

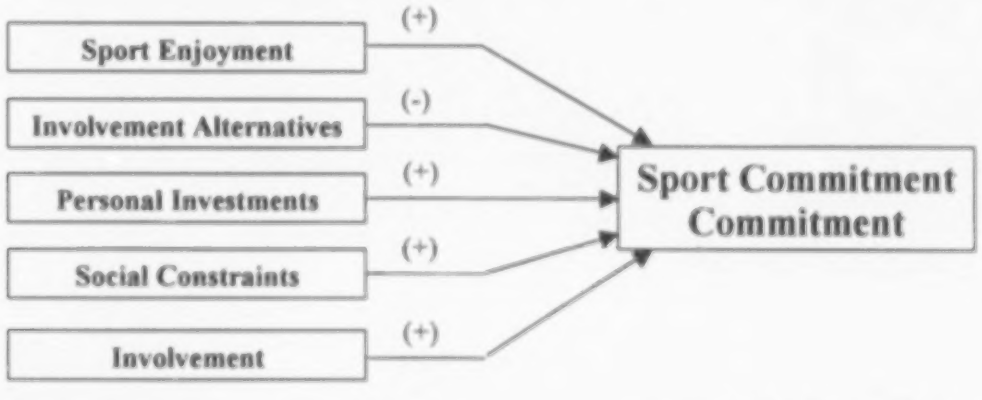

Figure 1 Scanlan, T. K. & Simons, J. P.

As previously mentioned, approaches and definitions in regards to commitment vary. From the recreation/leisure literature, Buchanan (1985) offers three definitional components of commitment: (a) "consistent or focused behavior and implies a rejection of alternative behaviors" (p. 403); (b) "function of side bets" (p. 403); and (c) "some degree of affective attachment to the goals and values of a role, an activity, or an organization" (p. 405). Another definition offered by Siegenthaler & Lam (1992) comes from the work of Becker and states that commitment is a "consistent behavior that persists over time and that is in part characterized by the rejection of comparable alternative activities (Becker, 1960)" (p. 304).

A definition derived from these three definitions would include: consistent/focused behavior, activity enjoyment, involvement alternatives (the importance or the rejection of), personal investments (side bets), social constraints (or affective attachment), and involvement opportunities. The author believes that an adequate definition would pull appropriate aspects from these and other conceptualizations from the leisure and sport commitment literature.

Research Questions

This study seeks to discover the factors that are regarded by whitewater paddlers as representing commitment. Is this phenomenon of commitment appropriately reflected by those conceptual components addressed above? Is commitment influenced by other factors or

in different ways than stated by previous researchers? Are these attributes factors of commitment from the participants' point of view?

Approach & Methods

This study consisted of two components. The first phase involved attending a national paddling film festival for a day and a half. Unobtrusive observation took place throughout the course of the festival with field notes being recorded in a notebook during the duration of the event. The research fieldnotes were used to search for categories of commitment-related behavior/sources during the analysis phase of the research.

Part two consisted of interviewing two whitewater kayakers for the period of about one-hour each. These interviews consisted of open response and directed questions. Notes were taken during the interviews. The interviews were also audio taped and a modified version of the interview log concept discussed by Glesne (1999, p. 79) was created.

Data Analysis

Themes/Analytic Concepts

The data analysis attempted to determine a best fit, if any, between the sport commitment model (Scanlan et al., 1993) and the commitment definitions offered by Buchanan (1985) and Siegenthaler & Lam (1992). The sport commitment model, measuring psychological commitment, appears to be a reasonable fit in relation to the findings of this research and will serve as a framework for the analysis of the data.

Open response findings. The two individuals interviewed, upon reviewing the interview notes, appeared to be surprisingly similar in many aspects. They were both introduced to whitewater kayaking through taking an American Canoeing Association (ACA) introductory course and were almost immediately hooked on the sport. Shortly after taking their introductory course, they purchased the basic kayaking gear necessary to get on the river. They are both ACA whitewater kayaking instructors. They both brought with them their enthusiasm for outdoor recreation with interests in many activities such as skiing, backpacking, mountain biking, and climbing. There was the presence of outdoor sport footage, aside from whitewater paddling, in the films shown at the festival, including snowboarding, skiing, and mountain biking. The participation in other outdoor sports may be a commonality among whitewater paddlers. The interviewees expressed a desire to be in the outdoors/nature and staying fit/participating in athletically challenging activities. In addition to these common factors, they expressed the appreciation for challenge/anxiety/fear in their kayaking experiences without wanting to push the envelope too they had no desire to die.

Sport commitment. The interview responses would suggest, according to the sport commitment component of the model, that the interviewees are highly committed individuals. One person stated that although he liked participating in other outdoor recreation activities, that he liked kayaking more and had made a conscious decision to focus on that activity. The other interviewee ranked kayaking a passion taking a back seat only to spending time with his job and his family. Note here that Buchanan (1985) expects to see a "rejection of alternative behaviors," but in the case of the respondents the alternative behavior is not rejected only reduced in significance and frequency of participation.

Sport enjoyment. In the course of the interviews, it was evident that the interviewees thoroughly enjoyed kayaking. The people at the film festival were observed as having fun, being happy, smiling, and appearing to enjoy themselves. The paddlers portrayed

in the videos shown at the festival also seemed to exhibit these characteristics. Sport enjoyment appears to be of importance (Scanlan, & Simons, 1992; Scanlan, Carpenter, Lobel, & Simons, 1993) and perhaps warrants further leisure research.

Personal investments. The two interviewees stated high levels of personal investment in terms of time, effort, and money. As mentioned earlier, both went out early on in their kayaking experience and purchased kayaking equipment. They have since continued to acquire more gear and related accessories and clothing. The researcher believes, as is consistent with other research, that measuring equipment alone is a poor indicator of commitment. The two respondents varied in their whitewater paddling frequency from occasionally to paddling whitewater almost every weekend, often with substantial distances traveled. These findings could be tied into evidence of continued/ focused behavior as well as suggested by Buchanan (1985).

Social constraints. Social constraint is one area of the sport commitment model (Scanlan et al., 1993) which may not appropriate to include, at least in the current format, in research work among adult whitewater kayakers. Scanlan et al. proposed that for youth sports, perceived social pressure to continue participation would increase the level of commitment to avoid any negative repercussions from discontinuing. Neither respondent felt that there was any pressure from anyone, other than themselves, to continue kayaking. They kayak for themselves and not for anyone else. Though friendships exist in their paddling circles, both seemed to believe that they could spend time with/maintain their friends even if they didn't paddle. Later, when discussing involvement opportunities, they mentioned things that may reveal that they do in fact feel a need to paddle to maintain some of their social ties.

Involvement opportunities. Questions related to this section inquired about missing the good times, friends, and being a kayaker, if they were to leave the sport. The interviewees emphatically stated that if they left kayaking that they would miss the good times that they had had however, neither one of the two said that they would miss being identified as a "kayaker". These individuals appear to be happy with who they are independent of what activity they participate in.

One kayaker described a special sense of camaraderie that he felt with the people he kayaks with as a sort of "brotherhood' in which he had to rely on others and they relied on him. It was obvious that this "bond" meant a great deal and he said that he would miss it if leaving kayaking. This bond/camaraderie was another idea from the findings that may prove interesting for future research.

The network of friends developed through paddling and their willingness to help share information and expertise was also discussed. The people in attendance at the paddling film festival also appeared to demonstrate the importance of friendships, networking, and a sense of community.

Significance

This preliminary study of commitment among whitewater paddlers has provided some insight into measuring commitment from the framework of the sport commitment model, as well as incorporating some aspects of other commitment definitions. It appears as if the sport commitment model components of sport enjoyment, personal investments, and involvement opportunities may match up well in measuring commitment among the adult whitewater paddlers interviewed. Social constraints may need to be re-adjusted to more appropriately address the nature of adult participation in a non-team/recreational activity. Buchanan (1985) and Becker's work as cited by Siegenthaler & Lam (1992) suggest giving up comparable activities in becoming committed to another. This study suggests that this

may be a reduction of time and effort into other activities rather a rejection of them. Future research could possibly benefit from taking some of these observations into consideration. The primary observation being that the sport commitment model may in fact be a valid model, with some adaptation, for assessing commitment in leisure settings.

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Biographical Sketch

Raymond Poff is pursuing a Ph.D. in Leisure Behavior at Indiana University. He is an Associate Instructor for the Department of Recreation and Park Administration. Raymond is also the equipment purchasing coordinator and an ACA kayaking instructor for IU Outdoor Adventures. Prior to returning to graduate school, he was the Recreation Coordinator managing BYU Outdoors Unlimited. His current research interests include examining the nature of commitment and enduring involvement among adventure recreators, specifically whitewater kayakers.

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WHAT TO DO WHEN YOU DON'T HAVE MUCH TIME!

Tammie Stenger
Greg Bunn

Program Description

Have you ever had a group of participants mulling around with 10 – 15 minutes left before dinner or the next scheduled activity? What do you do when stuck indoors because of inclement weather? Would you like some ideas for nighttime outdoor programs. Do you want to add to your bag of tricks without adding a lot of props? If you have ever wanted to add some spice to some of your "old faithful" activities, this hands–on workshop will provide several fun, simple, activities that can be run with minimal preparation. During this session, you will experience both daytime and nighttime activities that can provide those extra few minutes of programming to help keep participants engaged in the learning process. Throughout the workshop, we will explore the use of characters to add variety to programs.

Biographical Sketches

Tammie Stenger has worked in outdoor recreation and education for most of her life. She has directed residential summer camps, facilitated teambuilding and challenge courses, and taught environmental and adventure programs at outdoor education centers. She is currently pursuing a Doctor of Education degree at Oklahoma State University.

Gregg Bunn is an instructor for the Colorado Outward Bound School and a graduate student in the Leisure Studies Department at Oklahoma State University. He has lived and worked in the outdoor recreation and adventure education industry for the last ten years. Greg has an extensive background in leading and facilitating group experiences in a number of challenging settings.

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REVISITING THE COMMON ADVENTURE CONCEPT: AN ANNOTATED REVIEW OF THE LITERATURE, MISCONCEPTIONS AND CONTEMPORARY PERSPECTIVES

Ron Watters

In the 1970s a new form of outdoor trip programming appeared with the suddenness and brilliance of a comet blazing in the night sky. It promised great rewards through a cooperative and shared approach to trips: rapid and efficient learning, group creativity, environmental sensitivity, low-cost, and most importantly from an institutional administrator's standpoint: low-liability. But it was—and remains to this day—controversial. One of the tenants of common adventure advocated by a few of the early passionate disciples was the concept of no designated leader. Some rumored that common adventure trips were leaderless. And that set the outdoor world buzzing. "Blasphemy!" the cry could be heard from some quarters.

What has happened to the common adventure comet since its early days? Has our concept of it changed over the last quarter century? And, if it has, how has it changed? Is it still relevant or has it become an anachronism—a fascinating relic from the days of hippidom?

Those are the sort of questions that came to mind while I began preparing for a presentation at the International Conference on Outdoor Recreation and Education held in Jackson Hole. I didn't think it would be a difficult project. After all, I had been participating in common adventure trips, discussing the concept at conferences and even writing about it since the 1970s, but I found the task a bit more difficult than I first had imagined.

To understand it better, I did a review of past common adventure literature. As I searched the literature, new questions arose—which led to more questions. I found that the perspective of time and experience were in conflict with some of my long-held conceptions of common adventure. One simple paper prepared for the conference turned into two, fairly involved papers as I sought to better define the concept of common adventure.

This is the first of two papers. It is this paper's purpose to look closely at what has been written. It is a journey back and then forward, looking at how the common adventure concept developed and has changed. Throughout it, I have added commentary, attempting to put it in a contemporary perspective. A second paper which follows, strips the concept down to its philosophical foundation, and from that foundation builds a theoretical model and explores how outside forces have influenced it.

Some Interpretations of Common Adventure

Often when asked what common adventure is, people will use an analogy of a couple of friends getting together and going on a trip. It might be two or three friends going climbing or hiking together. Or it might be a couple of families combining to go rafting together. Someone comes up with the idea, but there's really no designated leader. No one is charging money or acting as a "guide." It's just a fun trip among friends.

But when it is applied to a club or particularly in an institutional setting, some extra support or assistance may be provided in one form or another. The college may provide sign-up sheets, a place to meet, resources in the form of maps, books, guides.

Knowledgeable people are often available who are acquainted with how common adventure trips work and can help provide useful information. Obviously, there are differences between a gathering of friends and an institutionally supported trip which I'll discuss later in the paper, but both fall under the general category of common adventures.

Let's determine how common adventure is defined and how it works in an institutional setting. The concept originated in a university environment and the university perspective would naturally be helpful in understanding it. Here's what three universities have to say about it:

Idaho State University:

A Common Adventure trip is two or more individuals working cooperatively for common goals and sharing trip expenses and responsibilities as equitably as possible. Key elements of a common adventure trip include the following:

- They are not guided trips. There is no designated "leader" or "guide" who makes all the decisions for the group. Rather, leadership is fluid and group decisions are made democratically.
- Every member of a Common Adventure group has responsibilities and contributes to the trip, whether by helping with trip planning, buying food, loading vehicles or cleaning up after it's over. No one goes for a free ride.
- There are no guide fees. No group money goes to pay any one person among the group, nor does any money go to any outside individual or sponsoring institution or club. The cost of the trip (gas, food, rental of equipment) is shared.
- Common adventure groups strive for fairness, free and open discussion, and an equitable sharing of responsibilities.

Illinois State University:

The basic premise of the Common Adventure is that legal adults, who are equal partners meet and cooperatively work together to develop and execute a common goal (trip) for which they assume complete and full responsibility. Participants cooperatively plan group needs such as food, equipment, clothing, transportation, safety and environmental concerns. Although one or two volunteer Adventure Trip Coordinators are on each trip, their responsibility is not that of a guide or leader. Once the outing is underway, participants assume responsibility for themselves and help each other by sharing their knowledge and experience. All decisions that are made are group decisions. There is no authoritarian leader, leaders emerge as different situations arise.

University of Oregon:

All Outdoor Program trips are open to all those that have the necessary time, skills, and money. Pre-formed or closed trips are not allowed, as one of the primary goals of the O.P. is to encourage the sharing of skills and ideas and to provide a place where everyone is welcome.

Equal sharing of all aspects of an adventure is another important part of the program's philosophy. The trip initiator pays the same amount as others, and all responsibilities, chores, and decisions are equally distributed among trip participants. The feeling on trips is one of cooperation and support rather than competition.

Preliminary Work in the Field

Any discussion of common adventure must start with Gary Grimm. Grimm was the University of Oregon's first Outdoor Program Coordinator and is probably the most influential force in the concept's development and spread. Although the term was not used, one can detect the early roots of common adventure in a 1970 paper entitled "Union Outward Bound: An Educational Experiment." Grimm spends a good portion of the paper discussing learning and drawing upon the ideas of the educational theorist B.F. Skinner, and he promotes the idea that "learner-controlled instruction" can enable participants to progress faster than "instructor-controlled" training.

He would later say that common adventure trips are wonderful learning vehicles because participants are in the driver's seat, controlling their own pace of learning—not a designated leader or teacher. Some other quotes from his paper (Grimm, 1970) include: "People who wish to try new skills on their own or with a small group with similar interests are encouraged to do so [at the University of Oregon Outdoor Program]." Participants "should be able to plan outdoor excursions which are consistent with his or her own objectives." "Outdoor sessions are arranged so that each person has the opportunity to make independent decisions."

The establishment of key principles of common adventures have begun: self-directed learning, formation of groups of people with similar interests to achieve objectives or goals, and the establishment of an environment in which participants have the opportunity to make independent decisions.

The Term Common Adventure First Appears

In 1972, one of the most important, and perhaps far reaching, papers on common adventure appeared. It was written for, but not by, Grimm. Entitled "A Memorandum Regarding the Tort Liability of Self-Directing University Outdoor Wilderness Programs," the paper was researched and authored by Richard A. Wyman, a law school student at the University of Oregon. The paper came at a time when Grimm had been the coordinator of the university's outdoor program for four years. He had been running trips as common adventures, although they weren't called that at the time. Program coordinators at a few other universities were running trips in a similar fashion, but Grimm had been in the business the longest.

The numbers of students involved in trips were rising steadily, and administrators were beginning to ask questions. Paramount among them was what is the university's liability? Grimm asked Wyman who had been an active participant in Oregon's Outdoor Program to research the problem. Were trips, given the manner in which they were done, any more liable?

The resulting paper is still remarkable for its thoroughness, and while much has changed in the legal and outdoor fields, it remains a pioneering work. Wyman looked at the University of Oregon's outdoor program from a variety of angles and found court cases and legal precedent to support its new way of programming. He did, however, suggest

modifications and other ways to minimize liability—and cautioned other areas in which the program could be liable.

It is in Wyman's paper that the term common adventure first appeared in outdoor education literature. The paragraph in which common adventure is mentioned begins by Wyman suggesting that the outdoor program might be able to defend itself by claiming that it exists as a "joint enterprise." It was only a theoretical defense as applied to outdoor programming, but in the following years, the doctrine of joint enterprise would become accepted almost as a fact.

"As a rule," Wyman wrote, "members of an unincorporated association are engaged in a joint enterprise so that the negligence of one member is imputable to each other member. Individual members cannot recover from the association because the law regards all members of the joint enterprise to be equally responsible for the negligence of one of the members."

To this day, joint enterprise remains a fascinating concept in connection with outdoor activities. If successfully applied in court, it means that an outdoor program or club could argue that individuals of a group going on a trip and working toward common goals were in a legal sense a joint enterprise. Members of a joint enterprise are unable to recover damages from one another.

Wyman continued in the same paragraph to cite Murphy v. Hutzel. For all the luster later attached to one short sentence, it's a rather dull, long-ago case concerning a crabbing party. From the judge's comments in the case comes a term which is now a part of the outdoor education vernacular—and it demands a closer look. The case involved an incident that occurred in August of 1935. The owner of a boat, Walter W. Hutzel, and his wife had invited Jerome L. Murphy to join them and several other friends for a day of crabbing and swimming.

The water in which the crabbing was done was shallow and the boat became grounded. There was nothing unusual about the grounding. The party went about their crabbing and swimming, waiting for the boat to be freed in the high tide. The boat, however, listed to one side in the water. After the tide went back up, Hutzel started the boat's motor. When he turned the switch, an explosion occurred. Apparently when the boat had been tipped to one side, gasoline had escaped and a spark from the motor had touched off the fumes. The guest, Jerome Murphy, who was helping take in the anchor was closest to the explosion and was severely burned on his chest and legs. All other members of the party escaped unharmed.

Four years later, Murphy filed suit asking for damages. In his decision, the judge decided not to grant any damages to Murphy. Among his reasons, he said that the plaintive (Murphy) was essentially a part of the crew of the boat. He wrote that the host and guests were "common adventurers" and as such Murphy couldn't recover.

Interestingly enough, for all his detail, Wyman misquoted the judge when he referred to the case in his paper. He also left out the primary reason for the judge's dismissal of the liable. The judge ruled that the plaintive was far too tardy in filing the case. "Equity aids the vigilant and not those who slumber their rights" is a maxim in the legal field to which the judge ascribed in this case.

Wyman's Caution & Common Adventure Misconceptions

One of the theories that Grimm was operating under was that the outdoor program did not supply leaders to lead trips—or instructors to teach on trips. The hands-off approach might help lessen the university's liability. While Wyman (1972) felt that his research "in

some degree" supported that contention, it was a mistake to fully rely on it. "If the court as a matter of law weighs the variables and decides that public policy requires the Program to meet a duty to its participants, then the program's failure in some incidences to provide supervision or leadership constitutes legal negligence on its face and its case is over before it begins."

The weakness which Wyman recognized, was later misunderstood by others as a strength. From a legal standpoint, institutions, out of self-interest, would want to consider providing trained personnel—either volunteers or paid staff—to participate and help facilitate, but not lead, common adventure trips. The group still takes ownership of the trip. The trip initiator remains a participant and is not a designated leader of the trip. All group members continue to participate in making decisions, but the trip initiator or facilitator is present to help members of the group understand the common adventure process and provide guidance when appropriate. It's a way of doing trips in an institutional setting, meeting the obligations of duty, but still staying true to the basic philosophy and values on which common adventure is based.

But something else in Wyman's paper set some common adventure advocates off in the wrong direction. In the paper, Wyman discussed common carrier law, the law which generally applies to entities providing transportation services to the public. To avoid being a common carrier which might be applied to the program's raft trips, Wyman had suggested some possible defenses. One of those defenses was that program personnel should not be paid by the university or "use their expertise for the benefit of the less experienced participants." This was simply referring to common carrier law, but some people took it to apply to all parts of an outdoor program, and two rules came from it: (1) program personnel can't be paid while on trips, and (2) program personnel while on trips can't share their knowledge with others. The second rule flew in the face of common adventure principles.

The pervasive influence that legal liability had on common adventure is very apparent now that we are able to look back upon it. Some advocates of common adventure literally became dogmatic over the right and wrong ways of running trips. College programs which allowed staff to be compensated for trips were accused of cheating. The most dogmatic among the concept's early supporters even advocated that outdoor program staff members couldn't share their expertise and knowledge while participating on trips.

Thus began two of most misunderstood concepts of common adventure. What is surprising about it is that it did not originate from common adventure philosophy, but rather from one or two weak theoretical defenses in a legal paper that most people hadn't even read.

Specific Program Type Identified as Common Adventure

Although its original meaning was blurred, Grimm and others, quickly picked up on the term common adventure and used it to encapsulate the way in which trips were run at University of Oregon—and at other locations such as Idaho State University where Harrison H. Hilbert had taken over as program's coordinator.

The following year, the term common adventure appeared several times in a paper jointly authored by Grimm and Hilbert (1973). In the paper they mentioned that participants on outdoor program trips become "common adventurers." They also used the term to describe a distinct form of learning in the outdoors: "common adventurer learning." The concept followed from Grimm's earlier paper. They defined common adventure learning as students mastering outdoor skills "at a rate compatible with their own ambitions." Rejecting

systematized, top-down instruction, they emphasized the best type of learning occurs when the individual is in control of his or her learning—not an instructor.

They also discussed leadership: "Leaders do not have to make decisions for others, nor is there a need to set decision making procedures in outdoor program activities. Everyone expresses his opinion and decisions are made which satisfy all members of a group. Every participant is a common adventurer, one who has aligned himself with others of similar interests."

Sometimes common adventure trips have been characterized as the lack of leadership. Although Grimm and Hilbert proposed a participatory form of leadership, they never advocated "leaderless" trips. It is not found in any of their papers. In fact, they recognized that leadership occurs: "By developing confidence in certain skills, a participant in the outdoor program may soon wish to 'turn on' others to his newly found joy in say, ski touring. Thus, a teacher and leader emerges." Leaders are very much present in common adventures. Grimm and Hilbert, however, were most definitely on a path away from the authoritarian leader, the one who makes all the decisions.

They put a great emphasis on simplicity and common sense. They proposed that "all problems related to outdoor programs are simple, understandable and can be solved by the use of common sense." Their strong aversion to authority is quite plain: "The outdoor program tries to short-cut hurdles that complicate decision making. Therefore the certification of leaders who later act as authoritarians is always rejected. Similarly, any attempt to bureaucratize the program are rejected."

Common Adventure Programming is Established

By 1975, the common adventure style of trip programming as it is now generally known, was described in detail in a paper by Bruce Mason for the Resource Guide for College Outdoor Programs published by the Association of College Unions, International. In it, Mason, Gary Grimm's Assistant, was essentially describing how things were done at the University of Oregon. Interestingly enough, however, Mason never referred to the process as common adventure but rather gave it the much broader term "college outdoor program."

The misconception which originated in Wyman's paper now became standard operating procedure. Mason (1975) states that "all [my emphasis] trip originators and instructors are volunteers." That meant that Mason was adhering to the legal interpretation of common adventure that outdoor program employees could not be paid for trips. Remember this was one suggestion that Wyman had made in relation to common carrier law, but it had grown so much in significance that it was applied to all trips. If the procedure was, indeed, an important part of common adventure programming, it meant that outdoor programs would have to take careful steps to make sure they weren't providing any kind of compensation for any of their employees. The outdoor program director, if full time, would need to keep careful records (time sheets and vacation documentation) showing that he wasn't being paid while on trips. In the event of a law suit, detailed documentation would be needed as evidence in the case.

That procedure was used at Idaho State University, though it was never rigidly followed. Yet, when a law suit resulted from a common adventure trip in the early 1980s, the university's attorneys did produce documentation (time sheets) showing that Hilbert was not being paid during the trip. However, the court did not accept it as a valid defense. Since Hilbert was a knowledgeable mountaineer and he worked in the outdoor field, taking trips on his off-time was a natural extension of his job.

The result of the Idaho State University case was to cast considerable doubt on an already weak legal defense. It also verified Wyman's original contention that at least in an institutional setting, providing some supervision and guidance would be desirable to minimize the sponsoring institution's exposure. Moreover, providing compensation for an individual on a trip (as long as it was subsidized by the university and not group members) has never gone contrary to the original principles of common adventure.

The Comparisons Begin: Distinguishing Between Programming Types

In 1977, in a ground-breaking article, Gregg Blaesing from Northwestern University, attempted to distinguish between different outdoor programming styles. To do so, he placed them on a continuum based on whether activities were participant oriented or originated by the organization. Instead of using the term common adventure to describe participant-oriented programs, he used the term cooperative wilderness adventures. The terms common adventures, cooperative adventures, and cooperative wilderness adventures have been intermixed over the years. Recently there has been some attempt to give specific meanings to common adventure and cooperative adventure.

The Appearance of Structure/Safety/Training (SST)

Additional comparisons of different models were made in 1981 by Wm. Miller Templeton from Georgia Institute of Technology (cited in Webb, 1991). Templeton used a table format of which many outdoor educators have since become aware through its use in Dave Webb's well known Outdoor Recreation Program Directory. Templeton suggested a new term: structure/safety training (SST).

It is important to digress for a moment to discuss the term since Webb's directories are in wide use in the outdoor education community. Other authors, myself included, have used the term "packaged trips" instead of SST to define a specific type of programming model: trips are planned in advance, a designated leader makes most of the decisions, and a fee is charged which goes to the institution.

Unfortunately, the SST designation is misleading since all sorts of different programs are choosing it for their program type. Some outdoor programs which claim to offer SST trips are simply serving as travel agents and contracting a commercial guide to do the trips. Some entities listed as SST programs in the Directory conduct mostly guided trips with their own staff. Others listed as SST programs, may charge a fee for the trip, but it is strictly done on a non-profit basis to recover the program's expenses. And still others use common adventure techniques, but because of one reason or another, they choose the SST designation as their program's type.

The term is also misleading since it appears to be the only model in which safety or training is important. When given a choice and asked how to define their program, many outdoor educators simply say structure/safety/training. It sounds safe and would certainly please administrators. But does it mean that guided operations are any less concerned about training and safety? The answer, of course, is no. Many guided operations have far more extensive training programs than college outdoor programs. Does it mean that common adventure programs are any less concerned about safety and don't provide training? Again, the answer is no. Obviously, all outdoor educators, no matter what their programming approach, are concerned about safety, and all outdoor educators are interested in training and improving skills.

Revision of Terms: Structured Programming

Because of the ambiguity in the application of the SST designation, I believe that the outdoor education field would be better served by the adoption of a new term. For some, the old terminology "packaged trip" which has been used by previous writers has a negative connotation. Instead, the new term should have enough common ground to make it agreeable to most educators. I would suggest the term "structured programming." It is derived from structure/safety/training, but it is much easier to say and doesn't have to be abbreviated. Obviously, structured programming needs to be more clearly defined. A complete definition is beyond the scope of this paper, but implicit in the simpler name is less ambiguity and better understanding by all involved.

Legal Liability Continues to Shape Common Adventure

In 1981, a second extensive examination of legal liability was undertaken. Written by Matthew Soule, the paper was prepared at the request of Bruce Mason who had since replaced Gary Grimm as the Coordinator of University of Oregon's Outdoor Program.

Soule (1981) began the paper by saying the University of Oregon Outdoor Program utilized the "common adventurer" approach to outdoor recreation programming. While he covered a variety of legal defenses, he believed that one of the best legal protections that the outdoor program had was the doctrine of "joint enterprise," first suggested by Wyman (1972). Soule, however, went further into the matter. He discussed Ruth v. Hutchinson Gas Co. It is a case in which several men on a deer hunting trip in Minnesota died of carbon monoxide poisoning in a camper when someone had closed the heater vent. All the men had contributed to a kitty which was used to pay for travel expenses, food and incidentals.

The jury found that the campers were engaged in a joint enterprise. On appeal, the Minnesota Supreme Court agreed, saying each party "had an equal voice in the running of the trip. There is a joint enterprise where all the parties have a community of interest in the purposes and objects of the undertaking and an equal right in its control and management." Since it was a joint enterprise, the negligence of one was attributed to all. If one negligently closed the vent, then all were negligible.

The conditions which established a joint enterprise, Soule wrote, were not clear cut, but he cited a case by the Washington Supreme court (Charboneau v. Peterson as cited by Soule, 1981) as providing a guideline: "Briefly stated, a joint adventure [or joint enterprise] arises out of, and must have its origin in, a contract, express or implied, in which the parties thereto agree to enter into an undertaking in the performance of which they have a community of interest, and further, a contract in which each of the parties has an equal right of control over the agencies used in the performance. Thus we note (1) a contract (2) common purpose (3) a community of interest, (4) equal right of voice, accompanied by equal right of control."

Soule noted that a written contract would be helpful, but not necessary since an implied contract would suffice. As a result of both Wyman and Soule's papers, Idaho State University revised its common adventure sign-up sheet to include a statement about joint enterprise. Other universities soon followed. It is interesting that Soule also cited Murphy v. Hutzel, but apparently relied on Wyman's paper instead of going to the source since he misquoted the judge's decision in the exact manner of Wyman.

Common Adventure in a Historical Context

In the early 1980s, I began to study common adventure from an historical context, and presented a paper at the 1984 Conference on Outdoor Recreation (Watters, 1985). I found in my research that Grimm had been influenced by Samuel McKinney. In the late 1960s McKinney had been running outdoor trips at Portland State. On one of those trips McKinney and a group of students crammed into a pickup truck and drove across Oregon and Idaho to Wyoming where they spent several delightful days in the Tetons.

McKinney, in the early spring of 1967 came to Eugene, Oregon at the University of Oregon and put on a slide show about the trip. His philosophy came across as simply dispensing with rigmarole and just getting out there and doing things. McKinney explained that he had only two rules: the first was that there were no rules and the second was that women couldn't wear curlers on trips. Among those in the audience were Grimm and John Miles. Miles would later play a major role in the development of the Huxley Environmental School at Western Washington State. Together the two men came up with the basic principles of what later would be common adventure and of which Grimm would write and passionately advocate.

The time was ripe for common adventure. The average age of Americans was younger that it had ever been, and enrollment in colleges had surged from only 15% college-age enrolled in the 1940s to 40% or over 5 million in the mid sixties. They also had more spending money than ever before—and then there was the war in Vietnam. Though students participating in the frequent campus demonstrations were, according to polls, in a minority, their effect was that a majority of students were caught up in a current of greater social consciousness.

Students were looking at new ways of doing things, new ways of learning, new philosophies. If it was part of the "old" establishment, it was questioned. Top-down authoritarian systems were particularly questioned. Moreover, nature offered a pure and unadulterated alternative to the problems created by man. It all fell into place.

Into this environment, stepped McKinney, Grimm, Miles, and Hilbert who offered an approach to the outdoors which was different from the established form of outdoor recreation: it was not authoritarian and participants shared decision making. It attempted to simplify and dispense with bureaucracy. It was the opposite of commercialism. No one made money. People shared expenses. It is no wonder that it caught on, and the numbers of students participating in common adventure trips increased exponentially in the 1970s.

Institutional Support of Common Adventure

Another key paper on common adventure presented at the 1984 Conference on Outdoor Recreation was entitled "The Uncommon Adventure." It was written by Jim Rennie (1985), the director of the University of Idaho Outdoor Program. Rennie argued that in institutional settings common adventure trips are subsidized in lesser or greater degrees. In particular, he zeroed in on the issue of paid staff on common adventure trips. He had been an early participant in the University of Oregon's common adventure program and ascribed to the legal interpretation that trip initiators should not be paid. In laying out the ground rules for a common adventure trip, he stated that "initiators are not getting paid or receiving benefits for organizing the trip."

Rennie wrote that program coordinators or staff may "artificially stimulate the common adventure process in order to increase trip offerings. This may be done through a number of incentives offered to trip initiators." Incentives may consist of office jobs with

"the implied understanding that office employees will initiate trips on their own time." Or it may consist of providing equipment to those who initiate trips or simply paying people. According to Rennie, some programs were simply paying people "under the table."

Because of the convoluted efforts some programs were making to get around the compensation issue, Rennie felt that two separate forms of outdoor programming should be identified. The first he called by its original name "common adventure," in which no compensation or incentive is provided whatsoever. The second he called "cooperative adventure" where trip initiators could be paid or provided with incentives. He reminded readers that liability would probably be higher if they adopted the cooperative adventure approach.

Unassisted and Assisted Common Adventure

Rennie's paper focussed on a part of common adventure which is still not fully understood today, and it needs to be more closely examined. For the sake of argument, let's say that a pure common adventure trip is one in which the institution provides no subsidy whatsoever: no compensation to the trip initiator, no trip initiator incentives, no equipment or van for common adventure trips, and no paid staff to help people understand the concept. If we eliminate all those things, then common adventure would largely not exist in an institutional setting.

That certainly wasn't the intention of the original advocates of common adventure. Common adventure came about and flourished in an environment of institutional support. Yet, the concept had mutated so much through legal interpretation (which was shaky to begin with) that it had almost become impractical to offer in an institutional setting. I cover this aspect of common adventure and the ways in which outside forces have influenced it more extensively in a second paper (Watters, 1999).

Steve Guthrie (1997) of Unity College points out Rennie's paper is significant in that it was the first time in which basic differences were identified in how a common adventure model could be applied. However, since the terms common adventure and cooperative adventure traditionally have the same meaning, I suggest using a slightly different and more descriptive terminology. For trips which receive no support, I suggest the terms "unsupported" or "unassisted" common adventures. For those which receive some type of support, I suggest the terms "supported" or "assisted" common adventure—or simply "common adventure." Since most institutional programs which have been providing assisted trips, have always called them common adventure, it makes sense to keep the terminology the same. Changing the terminology would only tend to throw things into confusion.

It is possible to foster—or make available—unassisted common adventure trips in an institutional setting. For example, the University of California-San Francisco at one time offered assisted common adventure trips. Quite some time ago they moved into offering structured trips. Fees are charged and a trained leader takes out the trips. It is a very successful program and provides outdoor recreational activities for thousands of students and community members in the San Francisco area (Watters, 1999, October).

But the program's staff still believes in the importance of the availability of common adventure trips. They provide a community bulletin board on their web site. It's really the same idea as a trip board, but instead of having a paper sign-up sheet, it links interested individuals to clubs or other individuals who are initiating trips. UCSF is able to promote and foster common adventure. Along with a disclaimer and along-arm approach, they are nearly immune to law suits.

At Idaho State University, both unassisted and assisted trips are fostered. The assisted common adventure trip program is extensive and involves using volunteers and paid staff. A natural progression often occurs: almost all outdoor program trips are of the beginning and intermediate level and once people become proficient, some individuals naturally go off on their own, organizing their own advanced trips among friends. They now have the skills to do so.

The resources of the outdoor program (books, maps, etc.) are available to them, but they don't go through the formalities of putting up sign-up sheets. Sometimes, they'll just put a note on the bulletin board and find a couple of others that want to join them. The outdoor program is not otherwise involved in the trip—or sanctioning it. All of these spin-off ventures are essentially unassisted trips. The individuals involved have learned how common adventure trips work through the outdoor program, and they use the same techniques in running their own trip. The outdoor program has served a very useful and beneficial purpose, enabling such trips to happen. Yet, it remains so distanced from such trips that its liability is nil.

Subsequent Writings

In the mid 1980s, I expanded on Blaesing's original work on comparing outdoor programming systems. In an article entitled, "A Model Theory of Outdoor Program Approaches," I argued that Blaesing's delivery systems could be more completely described through model theory. I used Blaesing's original concept of a continuum, and suggested that where models were placed on the continuum was determined by the amount of organizational control inherit in each model. Common adventure programs lie on the left side of the continuum since they have the least amount of organizational control. Guided and packaged trips would appear on the right side.

Each model actually represented a range of possibilities. In other words, there is flexibility in how each model is applied. At some point, as one moves up the scale of organizational control, the boundary is crossed, and the next model takes over. Because of this flexibility in the application of models, I suggested that the different programming styles which Jim Rennie (1985) had identified were actually different applications of the common adventure model, not a separate model.

At the time, I didn't use the terms "application," "unassisted" or "assisted common adventure," but their use helps in understanding the overall concept from a more contemporary perspective. Thus, unassisted common adventure would fall to the very far left of the continuum and assisted common adventure would fall just to its right. Both, however, occupy the territory reserved for common adventure.

In a perceptive, unpublished paper prepared in the mid 1990s, Steve Guthrie (1997) expanded upon the model idea and suggested further changes. He agreed that differences exist in the common adventure concept and used Rennie's terminology (common adventure and cooperative adventure) to identify two separate models. Yet, I continue to believe that use of the two terms is confusing. In the past, they have meant the same thing and they sound similar. For many outdoor educators, "unassisted" and "assisted" would more clearly define the programming style. I also continue to believe that unassisted and assisted are really two applications of the common adventure model, not a separate model. To try to shed more light on this, I have carefully reconstructed the model in another paper. Using its underlying value system as philosophic foundation, the two applications seem to flow naturally from it.

The most important discovery by Guthrie was a defect that he found in both Blaesing's and my work. He argued, convincingly, that the club model is not really a model at all. Clubs can use one or more approaches in how they offer trips: common adventure, instructional/school, or guided. Guthrie eliminated club as a model, and I fully agree. Guthrie also argued that there is also a clear division within the instruction/school model. He believed that it actually should appear as two distinct models: (1) adventure education which facilitates interpersonal growth, self esteem, etc, and (2) instructional/school which emphasizes the teaching of technical skills with no emphasis on interpersonal growth issues. I agree with Guthrie, and it's very likely that future work in the area will bear him out.

Author Notes

The author would like to thank Dan Geiger of University of Oregon, Steve Leonoudakis, of University of California-San Francisco, and Jim Rogers of Illinois State University who were kind enough to share information, and their perceptions and experiences with the common adventure concept of programming.

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Biographical Sketch

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THE COMMON ADVENTURE MODEL OF OUTDOOR PROGRAMMING: PHILOSOPHICAL FOUNDATIONS, DEFINITION AND THE EFFECT OF FILTERING

Ron Watters

I believe that I probably know the common adventure concept of outdoor programming as well as anyone. I have been taking out common adventure trips for 29 years. For 25 of those years, I have either been the associate director or director of a university program which is closely associated with it. Time enough, I decided, to revisit the concept's origins and take a close look at it.

I started with a fairly comprehensive review of all the past literature which I report on in a previous paper (Watters, 1999). From a review of the literature, I hoped to get a clear picture of how it evolved and changed, and, if appropriate, make an attempt to re-define it in more contemporary terms.

But as I got deeper into the literature, I realized a fundamental question had never been answered—quite a fundamental question actually: what exactly is common adventure? Certainly, one of the early advocates of common adventure would have written a good descriptive paper about it. Yet, what I found was surprising and a bit alarming for one that had embraced the concept in my life's work. No one had ever carefully defined exactly what common adventure was.

Of course, the early common adventure advocates such as Gary Grimm and H. Hilbert wrote about it, but mostly they covered the concept as incidental to descriptions of how their college outdoor programs operated. When I pointed out the fact in an interview (October 7, 1999) with Steve Leonoudakis (Director of Outdoors Unlimited at University of California-San Francisco) who at one time was very involved in common adventure style trips, he agreed saying that part of the common adventure mystic was that "it was completely mutable."

Leonoudakis was on to something. Because of a lack of a clear definition, it was applied differently from program to program. Moreover, I found that the concept was also altered by another, and sometimes sinister force that those of us involved in common adventure programs might find astonishing. We always thought of ourselves committed to a form of outdoor education based on lofty goals: concern and empathy for others, independence, non-commercialism, simplicity, and positive reinforcement. Most of us never realized that a good part of how it was applied was determined by a less lofty and more selfish goal of protecting one's rear end from a law suit. Some of what was held as tenants of the common adventure philosophy wasn't philosophy at all, but rather weak theoretical applications of law and in some cases, downright misinterpretations of it. But more about this later. Let's return to the problem of the concept's definition.

On one hand it does seem strange that no clear writing exists on common adventure since, although it may not be universally endorsed, it is nevertheless accepted by outdoor education professionals as one of the ways of organizing trips. Yet on the other hand as one thinks about it from a wider perspective, the unclear meaning is not as surprising as it first appears, for academics and practitioners still struggle with clearly defining other aspects of every day programming. Outdoor education is, after all, a very young field. We are only now beginning to come to grips and understand everyday programming concepts and procedures which have been accepted as routine but have never been fully analyzed.

And so it is a central purpose of this paper to make an effort to define the concept and construct a common adventure model. It is also my intent to look at the way in which the common adventure philosophy is changed by the use of what I call filters. Filters can have beneficial effect in adapting outdoor education models for a particular application, but they can also have a detrimental effect. Applying them carelessly can change the model so that its original purposes are lost, and applying them too severely can alter it so much that the concept is no longer practical.

The Underlying Value System and Philosophical Foundation

To develop a definition and model of common adventure, it is necessary to begin with its philosophical foundation. What is common adventure boiled down to its most basic principles? What are the primary individual, social and environmental values which make up its foundation? Once the underlying values are in place, they can be used as building blocks to construct a model of the concept. As in building construction, starting with a proper foundation, of course, is essential since everything follows from it. Thus, I've been careful to limit the list to values which were important in its early development and have remained important, and those which have become obvious through the passage of time. Source material and the process by which the list was developed has been included in the appendix.

Independence & Personal Responsibility. Society benefits when people think for themselves, are free to express their ideas, and accept personal responsibility for their actions.

Simplicity. Simplicity in organizational make-up and structure is efficient and productive.

Creativity. New ideas and creativity flow from groups in which individuals are free to express themselves.

Ownership. Individuals within groups feel the greatest amount of satisfaction when all members are integrally involved in the process of working towards goals.

Concern, Fairness, Empathy and Openness. Humankind benefits when people have concern for one another, when they remain open to the ideas of others, when they treat each other fairly, and when they look beyond self-interest and empathize with another's point of view.

Self-directed Learning. Success and satisfaction in life favors those who are curious, entertain new ideas, and are self-directed in their learning.

Cooperation and Teamwork. Cooperation and teamwork skills are vital to success in life.

Interactivity. The best form of learning and the highest degree of satisfaction from accomplishment occurs when individuals are actively involved.

Physical Activity. Physically active and strenuous outdoor activities are indispensable for an individual's health and well-being.

Low Cost. Maximum access to the outdoors is afforded through free or low cost experiences.

Non-commercialism. Individuals benefit by having a respite from pervasive commercialism.

Horizontal Structure. People perform best, have more ownership and care more about mutual goals when in horizontally structured groups.

Emphasis on Democratic Ideals. Participatory decision making and consensus building is superior to authoritarian and dictatorial systems.

Positive Reinforcement. Learning is best when accompanied with positive reinforcement rather than negative inducement.

Participatory Safety. Overall safety is increased when all members of the group participate in watching out for one another.

Care of the Natural Environment. The natural environment is precious and all individuals need to contribute in caring and protecting it.

Comparison of the Philosophic Foundation With Other Systems

Many of the values listed above are important in other outdoor programming systems. For example, in guided trips, concern for the welfare of paying clients is of utmost importance—and so is the care and protection of the natural environment. In both of these, and perhaps other values, the two approaches hold common ground. One area, however, in which the two approaches differ in their value systems is that of cost. One of the primary needs of the owner of a guided company is to make money for her livelihood and that of her employees. Therefore, guided trips will cost more.

Moreover, at least some commercialization of the experience (advertising and promotion) will be necessary to maintain a client base. From the perspective of a guide, however, all of these are important values. Nothing is wrong with making a living and wanting to support one's family. While they have different values, the two programming styles can live side by side. In fact, a number of individuals who have been involved in common adventure have worked in the guided field. H. Hilbert, one the early proponents of common adventure, also worked many years as a whitewater guide, and recognized the benefits of both approaches. What is important is that we understand that the two systems are built on different value systems.

The same comparison can be made with other approaches. For instance, adventure education has been identified by Guthrie (1997) as a distinct model or approach to outdoor programming. Quite a number of shared values exist between common adventure and adventure education: cooperation, creativity, interactivity, empathy, care of the natural environment, independent thinking, and physical activity among others. In fact, the adventure education model probably has the closest match in its value system to common adventure.

Still, there are differences in the underlying values between common adventure and adventure education. There may be higher costs involved such as the tuition charged by such adventure education school as Outward Bound and National Outdoor Leadership School. They often have paid leaders which may incorporate participatory decision making, but nevertheless, still hold ultimate control of the group's direction. Because the leader is directing the trip, it would also follow that there is less overall ownership by individual members of the group.

Yet, adventure education can provide benefits that common adventure can't. Because of stronger, more authoritarian leadership, adventure education programs can use carefully structured teaching sequences (which is contrary to common adventure's self-directed learning style) and are likely to have faster rates of learning when dealing with basic skills: teaching people how to roll a kayak, how to use a compass, or how to build an igloo. Adventure education is far more effective with specialized groups of participants, such as inner city youth-at-risk. The leaders can plan activities which are designed to promote self-confidence and self-esteem with the desired result of making a difference in the lives of youth when they return to the city. Try using a common adventure approach with a group of inner city teens, and it's likely that anarchy would result.

Other comparisons can be made, but let's move on. If we restrict ourselves to the above list, and establish it as a philosophic base from which to work, then a particular style of doing outdoor trips emerges.

A Model of Common Adventure Concept

The list of underlying values leads naturally into the development of a theoretical model of the common adventure concept. What's important as the model is constructed, however, is that only those values from the list become a part of it. Legal, cultural or administrative concerns are extraneous components which can alter or pollute the resulting model. Thus, with an eye to staying within the boundaries of its philosophical principles, the following model results:

Since *ownership* is an important part of the underlying value system, trips are structured in our model so that participants are *interactive* and intimately involved in organizing and running the trip. That would mean they help in the planning, organizing, cooking, washing, and cleaning up afterwards. By their intimate involvement, the participants become the trip. On a practical level, some type of pre-trip involvement is necessary. A planning meeting is held so that all members understand what the trip involves, and understand its goals and the risks. At the planning meeting, the group—not one individual—hashes out the wheres, whens and whats of the trip.

The success or failure of the trip, then, rests in the hands of the group and not the person who initiated the idea or the sponsoring club or institution (if there is one). In doing so, members of the group are taking *responsibility* for the trip and responsibility for each other.

The trip environment is one of *concern* for all members of the group. Fairness and free and *open* discussion are fostered. Individuals in the group are encouraged to think independently for themselves and freely express their ideas, but independence is tempered by *empathy* for the other members of the group. Because everyone can express their ideas, the group is more creative, drawing from the talents of all of its members.

The type of trip selected involves *physical activity* such as hiking, paddling, skiing, climbing and not passive motorized activities. An attempt is made by the group or sponsoring club or institution (if there is one) to keep things *simple*. Rules—other than those important to the group's safety—procedures, extraneous structure and other bureaucratic barriers to participation are minimized as much as possible.

Groups are structured *horizontally* so that all members share in decision making. Decisions are made by consensus in a *democratic* manner. Top-down leadership is generally avoided unless, perhaps in an emergency, it is necessary for the concern and well-being of the group. Within the horizontal structure, leaders—those who can help move the group towards its goals—emerge. By involving everyone and accepting the emergence of leaders, the group is able to tap all of its resources, making it more *creative* and stronger than if one person made all the decisions.

Independent thought is encouraged during decision making, but once consensus is reached, the group comes together as a *team* and works *cooperatively* to achieve the common goal(s). All members of the group pitch in and help, and because of empathy for one another, responsibilities are spread out among the group as equitably as possible. Free and open discussion promotes cooperation and equitable sharing. With an emphasis on openness and personal responsibility, all members of the group contribute to process of making the trip *safe*, watching out for each other's welfare.

Since simplification and the desire to provide an alternative to *commercialization* is a part of the underlying value system, the trip is structured so that no entities or individuals benefit monetarily. Thus, in the model no trip fees go to the sponsoring club or institution (if one exists), nor would they go to any individual on the trip. By combining together in groups, trip costs are spread out and *costs stay low*.

Learning which occurs on the trip is experiential: learning by doing. When appropriate, knowledgeable members share their knowledge and skills with those less skilled, but there is no formalized instruction. Potentially, much can be learned through direct experience, but what is learned and the pace at which it is learned is determined by the individual.

Learning is reinforced in a positive manner. Because members are concerned and care about each other, those who learn new skills are encouraged and praised. *Positive reinforcement* also comes from the satisfaction of achieving goals: hiking to a lake, climbing to the top of a mountain, or running a river. Negative inducements such as the fear of punishment, or the fear of a receiving a low grade would not be acceptable. Other negative inducements such as the use of "survival" techniques whereby members of the group don't eat unless they snare an animal or find an edible plant would also not be acceptable.

Finally, the care of the *natural environment* would be embraced and all members of the group would work to minimize their impact on the environment.

Short Definition

The common adventure model, as described above, is quite lengthy and it is helpful to have a definition that can encapsulate the model in a sentence. Although short definitions are always a compromise, the following is one possible way of describing it:

> *A common adventure trip is two or more individuals working cooperatively for common goals, and sharing expenses, decision making, and responsibilities as equitably as possible.*

Boundaries of the Model

As it is described, the common adventure model actually leaves considerable room in how it is applied. Different permutations of it are possible depending on filtering, a process which will be explained later. Yet despite its flexibility, there are boundaries beyond which a trip ceases to be a common adventure. Based on its philosophic foundation, three boundaries become evident:

Participatory Nature. The participatory nature of the common adventure trip is a key part of its philosophical foundation. The boundary is crossed and it's no longer considered a common adventure trip when one person organizes, plans and conducts the trip.

Autocratic Leadership. The common adventure model involves all members of the group in decision making. Democratic decision making doesn't eliminate the need for a split second autocratic decision in time of danger (because of concern and empathy members of the group show for one another), nor does it mean that the group is without leaders. However, the boundary of common adventure is crossed when leadership is autocratic and the group members do not participate in decisions.

Pecuniary. Two underlying values of the common adventure model are low cost and non-commercialized outdoor experiences. The boundary is crossed and a trip would no longer be considered a common adventure when a sponsoring institution or club (if it exists)

makes money off the trip. The boundary is also crossed when any one member of the group benefits monetarily from the trip. In both cases, the trip clearly loses its non-profit, non-commercial quality.

The Use of the Term Trip Initiator

Because of the participatory nature of the trip and an open environment, all members of a common adventure group participate in decision making. Yet, the concept for the trip has to start with someone. One individual must come up with the idea of the trip and then announce it to others. That may be accomplished by putting a trip sheet up on a bulletin board, listing the trip in a club's newsletter, or posting it on an Internet site.

Early on, a problem existed for those involved in common adventure trips: what should a person who gets the trip underway be called? If the person who originated the trip was called a "trip leader" then those on the trip might assume that the "leader" would plan, organize and lead the trip. They might also assume that the "trip leader" will be making all of the trip's decisions and will have the final say on how things are done.

In a common adventure trip, however, decisions are made on a consensus basis. Thus, common adventure trip advocates had to come up with an alternative word, a way of indicating that something different was going on. The word which came into general usage was: trip initiator. The trip initiator was the person who came up with the idea, and was the original owner of the trip. But when all the participants got together at a pre-trip meeting, the group took over ownership of the trip. The group might decide to leave at a different time than was originally envisioned by the trip initiator. They may even decide to change the location of the trip originally suggested by the trip initiator.

In practice while a common adventure trip is underway, the trip initiator was often the one doing much of the leading, but she involved the group in decisions and was ready to move aside in situations when another leader might be more appropriate. It's a form of leadership quite different than traditional methods, and "trip initiator" became an important way in which the distinction was made.

The Concept of Unassisted and Assisted Common Adventures

Over the years, two basic types of common adventures have evolved. If the common adventure occurs in the absence of any kind of support, such as in the case of a trip among friends, then for the purposes of this paper, I will call it an "unsupported" or "unassisted" common adventure trip (see also Watters, 1999). When a club or organization provides support in some way, it is termed an "assisted" common adventure. Support may consist of organizing volunteers to take out trips, providing vans or equipment for common adventure trips, providing incentives for trip initiators such as free or low cost equipment, or providing paid staff to initiate trips. Both are legitimate variations or applications of the common adventure model.

Applications of the Model

Let's look at a number of different possible applications of the common adventure model—posed as a series of questions—and determine if they fit within the parameters of the model.

Can the trip initiator act as a resource person or a facilitator to help explain and guide the common adventure process?

Yes. In fact when you look at the underlying value system, it is desirable to have someone present who helps guide the give and take process which takes place on common adventures. The members of the group may not understand common adventure principles. An individual who can explain the process and serve as an example as the trip progresses is an invaluable resource to the group. Moreover, the personal value system of many individuals may be different from that of the common adventure system. In everyday life, there are not a lot of other enterprises which match the processes which go on in common adventure trips. A little guidance by one or more members of the group can go a long way in making common adventure trips run smoothly.

Problems can result when groups don't fully understand how common adventure trips operate. For instance, one member of the group, motivated more by self-interest than the good of the group, might try to over-play his right to self-expression and attempt to get the group to accept his ideas. A trip initiator who is well acquainted with the underlying values of the common adventure system can remind those individuals that independent expression and self-interest are always tempered by empathy for the other members of the group.

The democratic processes which occur on common adventure trips are never easy. Jim Rogers (interview, October 6, 1999) who has been involved in common adventure trips for many years says: "It's hard work. To tell you the truth, it's a hell of a lot easier just telling people what to do." Rogers couldn't have said it any better. Consensus decision making is hard and often messy work. It is much easier simply being an autocratic leader and making all the decisions. Yet, by using common adventure principles, by being inclusive, individuals within the group learn invaluable lessons in how to work cooperatively with one another. The process fosters creativity and allows the group to make decisions and take actions which are far stronger than if only one person made them. And, it makes the trip much safer since everyone is involved in the process.

The individual who helps facilitate the common adventure process does not necessarily have to be the trip initiator. As people go on more common adventure trips, they will better learn how it works, and as participants on future trips—and equal partners on those trips—they can help facilitate the process. The best trips are those in which everyone knows how the process works and everyone works together. In real life, however, new people are always entering the picture. That's a good sign. It means the common adventure trip program is working, but it also means that one or more individuals must be present to explain, facilitate, and model the process.

Can the sponsoring organization stimulate common adventure trips by providing trip initiators? Can trip initiators receive compensation or some kind of tangible benefit such as partial expenses paid or access to free or inexpensive equipment?

Yes. If done carefully, a subsidy in the form of compensation for trip initiators is an acceptable application of the common adventure model. Nothing in the description of the model or within its underlying value system runs contrary to the idea of subsidized trips. In fact, common adventure trip programs in institutional, and some club settings, have been subsidized in one form or another since the beginning of the concept. Most college outdoor programs have found it necessary to use paid staff or a pool of volunteers to keep a well-

rounded selection of beginning and intermediate common adventurer trips going out on a regular basis.

It's worth it to such programs to provide a subsidy. Program coordinators often have a personal value system which matches the values ascribed to common adventure, and having experienced for themselves the powerful benefits of the system, they want to support it in any way they can.

However, the common adventure line would be crossed if the staff person was paid from the group's trip funds. That crosses the pecuniary boundary and moves the trip into another model such as guided or instructional. Any support of trip initiators must be done in a non-profit manner, subsidizing them from the organization's general budget.

Dan Geiger of the University Oregon points out that the Grand Canyon National Park's definition of a noncommercial party lends further credibility to this approach. The criteria used by the park essentially describes a common adventure trip with a trip initiator who receives compensation from the institution but not from the group: "Trips may be considered noncommercial even though a member of the trip receives a salary, under their normal scope of employment, from an educational institution or non-profit organization, but not directly through fees contributed by members of the party." (Grand Canyon National Park)

Even though compensation might be provided, any outdoor program staff members initiating trips still do so as participants. They are not receiving compensation to be the trip leader or the guide, but rather to help facilitate the common adventure process. The trip is still controlled and owned by the group and everyone shares in decision making.

It's important that an organization not take the compensation idea too far. While it is done, most successful programs minimize providing compensation for initiators as much as possible. Initiators are compensated, if appropriate and feasible, but the major emphasis is still placed on voluntary involvement. An important quality of common adventure trips is that people are willing to give of themselves. A program or club would not want to create a climate in which people feel they are entitled to a tangible benefit if they initiate a trip. People who feel they have to be paid bring far too much negative baggage to common adventures. Ultimately, it's people who freely give of their time and who simply enjoy sharing the outdoors with others that make the best trip initiators.

Some institutions do not pay or provide any type of incentive for trip initiators. By having all trips initiated by volunteers and providing no equipment or vans, legal liability is reduced. However, if a regular paid staff member of an outdoor program initiates a trip—even if he doesn't receive any type of compensation—the liability is probably not reduced. More on this later.

Many clubs—as opposed to colleges and universities—are able to take advantage of the additional liability benefit of unassisted common adventure trips. The vast majority of clubs are composed of pure volunteers. The club's officers and volunteers receive absolutely no tangible benefit from doing trips: no pay, no equipment, no reimbursement of trip expenses. Any benefit is purely intrinsic: the enjoyment of helping others and sharing their love of the outdoors. Because of the liability advantage, the American Whitewater Affiliation recommends that clubs run their trips as common adventures. More and more mountaineering, bicycling, river running, and general outdoor clubs are incorporating similar principles in their trip programs.

Can the trip initiator act as a leader?

Not as an authoritarian leader, but yes if it's to help the group move toward its goals. In practice the trip initiator is probably the most knowledgeable and skilled person on the trip. She may know the trail they are going to hike or the river that they'll be running. She is, after all, the person who originated the idea for the trip. But a fundamental difference exists between common adventure leadership and other forms of leadership: she involves the other members of the group in making decisions. Her plan for a 10-mile hike might be changed to a 5-mile hike when the group talks it over at the planning meeting and they decide to do something less ambitious. As the trip moves through its various stages, other parts of the trip may change as the group members weigh in. It is a flexible form of leadership, responding to changing environmental and group dynamics.

Another fundamental difference with other programming systems is that the trip initiator is ready to step aside as situations on the trip change and a leadership role is more appropriately filled by another individual. For instance, if one or more members of the group are injured, a nurse in the group might then take over leadership and direct the group in first aid and evacuation methods. If the group van breaks down, a person with a strong mechanical background would take over.

Can trips be leaderless?

Yes. The model doesn't rule it out, but in practice it is unusual. The trip would have to be small—probably two or three—and the abilities of each member of the group would be very closely matched. In practice, even in closely matched groups, there is always someone with a little more experience than the others. Although a largely free and open environment exists, the more experienced person tends to assume a bit more of a leadership role.

The idea that common adventure trips are leaderless is a misconception, and one in which I must claim partial responsibility. I used the "leaderless" terminology in a mid 1980s paper (Watters, 1985) which, in retrospect, bolstered the misconception.

Do trip sizes need to be small?

Yes. If you look at the model, participation and cooperation are important aspects of it. As the trip size increases, it becomes less and less practical for the group to work as a team. Everything increases in difficulty: planning, organizing, and shared decision making. When a group grows to critical mass, common adventure becomes impractical.

Do trip expenses need to be shared equally?

In many cases, yes, but not necessarily. Fairness and equitability are also important aspects of the model. If someone drives their own vehicle, that individual's vehicle will receive wear and tear, particularly if the group is going on a long trip. Thus, the group may decide that the driver will pay less than the others on the trip. The important part of the process is that the group makes the decision, not the trip initiator or any one person. Everyone is concerned about the driver who is a member of the group. They have empathy for him, and they agree that a smaller contribution to the group kitty is a fair and equitable thing to do.

Can training be provided for trip initiators or trip participants?

Yes. Since common adventure trip concepts are new to a lot of people, it helps to provide some type of training or education sessions which acquaint people to the system. Training, however, doesn't have to be restricted to common adventure trip programming. It can also be provided in first aid, and safety and rescue and other aspects of outdoor recreation. Any kind of training for participants and trip initiators helps to make trips safer.

Yet, caution should be exercised. Individuals, once they have training, may assume more of a leadership role on a common adventure trip which is only natural. Sometimes, however, there is a tendency, particularly among those who have been newly trained, to think they know it all and assume more of an authoritarian leadership style, short circuiting any give and take within the group. Anybody can make mistakes, but newly trained individuals, in their eagerness and inexperience, often make more mistakes. Danger lurks if a common adventure spirit no longer prevails and the trained person has turned into an authoritarian leader.

Thus, sponsoring clubs and organizations really need to make sure everyone understands the ideas of fluid and participatory leadership. One of the great beauties of the common adventure trip process is that it provides a moderating effect on over-eager members of the group.

Could a sponsoring institution or club require certain types of training of trip initiators before initiating trips?

Yes, there's nothing in the model which would prohibit judiciously applied training requirements. On some trips, the sponsoring institution and club might find it desirable to ask people to have some type of training—or equivalent past experience—to initiate certain trips. For instance, a program might want to provide training for people who serve as boat captains on paddle rafts. Or a club may require that the trip initiator—or at least one person on the trip—has first aid training.

But an outdoor program should proceed cautiously down this path. Simplicity is also an important underlying value of common adventures. Early common adventure advocates rebelled against excessive rules and certification requirements that some clubs and organizations demanded before members were allowed to go on trips. Common adventures were a refreshing alternative to all of that. Common adventure supporters believed that people could be fundamentally honest in evaluating themselves and their ability. That spirit is still alive and well, and certainly fully present in unassisted common adventure trips: anybody can take out any kind of trip.

Complete free and open access of common adventure trips has been tempered somewhat for two reasons: out of concern for participants (another value of the system) and the realities of the legal system. In an assisted common adventure trip program, colleges, in particular, aren't immune to liability, and sometimes a training requirement is instituted out of concern for the participants. Plus, it helps assure program coordinators that resource people are on the trip who can serve as models and help guide the cooperative process of a common adventure trip. It, however, must be done in moderation. It should be flexible, and the group should be given the freedom to devise alternative approaches. Training programs, operating rules, and certification requirements can and do create barriers to participation and run contrary to common adventure philosophy.

Could a sponsoring institution or club prohibit or limit the organization to certain types of trips?

Yes, common adventure doesn't have to be all things to all people. Nothing in the model prevents clubs or organizations in supporting only certain types of trips: beginning trips only, kayaking trips only, hiking trips only, etc. Small clubs are probably in the best position to allow the greatest amount of latitude in the difficulty of trips, since they are less of a liability target. The situation is different for a college or institution. They are a big target with deep pockets and the possibility of large awards for a plaintiff's attorney.

On a practical level, it is probably not in the best interest of a university to sponsor certain types of high risk ventures such as base jumping or climbs of the avalanche-strewn, north faces of the Alaska Range. If enough high risk activities are sponsored, the law of averages eventually catches up. When an accident occurs, a law suit will result.

Even beyond the emotional and financial cost of a law suit, public pressure and political forces outside the outdoor program are powerful and indifferent. Upper administrators who know little of common adventure concepts, and are accountable to the whims of legislators and the general public, may simply shut down the program to avoid any more bad publicity. That does little good to anyone.

Mostly, assisted common adventure trips work best for beginning and intermediate trips where the perceived risk is higher than the actual risk—and risks are reasonable. In fact, studies show that they are less than conventional outdoor sports like volleyball, soccer, football, etc.

When one gets down to it, providing or facilitating beginning and intermediate activities is the raison d'être of most organizational and club programs. They are there to enable people with similar interests to gather and recreate together, to introduce new people to the outdoors, and to provide outdoor learning opportunities. Highly experienced individuals with a desire to do risky trips can do those on their own with other like-mind people. They have the skills, knowledge and equipment to do so.

That isn't to say that common adventure principles shouldn't be used on advanced trips. In fact, it is on advanced, highly risky trips that common adventure techniques learned on easier trips can really come into their own and provide substantial and life-saving benefits. By using cooperative and participatory decision making skills, an advanced individual can reduce risks in dangerous undertakings. An organization or club is providing an important educational service to those few people who may go on and become pioneers of the sport.

Can limits be placed on who participates?

Yes, particularly in regard to children. The common adventure model doesn't prohibit some thoughtfully applied restrictions. The central idea of a common adventure trip is that everyone understands what the trip is about and the risks involved. Children can't be expected to fully grasp what they are getting themselves into. They need the guidance of adult leaders.

It is possible that children may go along with parents on common adventure trips. Families often want to be involved in trips offered by clubs and organizations. But the common adventure concept becomes muddled when children enter the picture and liability soars. Allowing children on common adventure trips should be approached with great prudence. That doesn't mean that common adventure techniques can't be used with children. Involving them in planning and assisting with the trip helps them learn about

common adventure concepts, but overall they need experienced leadership to help them make the right decisions.

Limits can also be placed on ability levels. On a kayaking trip on the Middle Fork of the Salmon trip, for example, the trip initiator may ask that those signing up already know how to roll. On a climb of the Grand Teton, a trip initiator may ask that all participants are well practiced in belaying, repelling and self-arrest skills. The group when it meets prior to the trip should discuss pre-established requirements. After hashing it out, modifications may occur, but what is eventually arrived upon will be the result of the group's collective efforts and an approach to the trip that everyone understands and embraces.

In addition, trips may have membership limitations. Clubs may need to limit trips to their members. Schools, because of institutional policy, may have to limit trips to registered students, although, many schools will find that they derive a public image benefit when they are open to the community. Some also derive a financial benefit when community members because of their involvement are willing to donate to program fund raisers.

Finally, common adventure trips, particularly assisted common adventure trips, can be limited only to those who are willing to sign a release or waiver form. Carefully prepared releases do stand up in court, and institutions and clubs can do much to protect themselves by requiring everyone to sign them.

Some limits, however, are not acceptable. In institutionally supported common adventure trips, it would not be proper for trips to be limited to a group of friends (sometimes called closed trips), nor would it be proper to limit the trip to certain racial or ethnic groups. To do so violates the philosophical foundations of concern, openness and empathy.

Can any trip money go to the sponsoring club or institution?

No. If the institution or club is making money off a common adventure trip then it violates the underlying value of remaining non-commercialized. However, there is an exception. The organization may have a pool of equipment which groups can rent. But the group has a free choice. If they decide they can rent equipment elsewhere for less, they should be free to do so.

Can any trip money go to an individual on the trip?

No. If someone on the trip makes money, then it crosses the pecuniary boundary of a common adventure trip. In the interest of fairness, the group may decide to pay an individual for the use of their own personal boat or other equipment needed by the group, but it is a decision that is made by the group, not one individual. It should be done with great care since a payment to a group member is not acceptable to some land management agencies and is beginning to step into the territory of a guided trip. It may be better to simply rent the equipment from a third party to avoid the problem altogether.

Can a club charge a membership fee and still run a common trip program?

Yes. None of the underlying value system would exclude it since club dues have nothing to do with a particular trip. The membership fee serves a useful purpose in helping the club exist, and thereby provides a platform by which common adventure trips can be offered to the members. (In a certain sense, this is the way in which many college outdoor programs exist. A small percentage of student activity fees, which students pay for non-

academic services—intramurals, entertainment, counseling, etc—and which could be interpreted as a type of membership fee, goes to subsidize the outdoor program.)

If, however, dues were included as part of a trip, or money from a particular trip went to the club's treasury, then the pecuniary boundary is crossed and the trip is no longer a common adventure.

The Concept of Filters

Some outdoor educators may look at the various applications of the common adventure model described above and may find that it does not match their understanding of the concept. There are two reasons for the discrepancy. First, no one has carefully defined the model, and second, outside factors have altered perceptions of the original model. Over the last quarter century, our understanding of the model has been shaped by a large degree by outside influences, influences which also shape and alter other outdoor programming models.

When one looks at common adventure literature, it becomes obvious that the single most influential factor is legal liability (Watters, 1999). In particular, liability has had an pervasive influence in institutional settings.

For the sake of this paper, I am introducing the term "filter" which describes the process by which models are changed by outside influence. Filter is a term borrowed from computer database programming. Databases when placed under the influence of a filter are altered in a manner in which only certain information or data is allowed to pass through.

When one views common adventure from a historical perspective, it is the liability filter which changed the model to its more restrictive form with which many outdoor educators are familiar:

Common Adventure Value System—> Model —> Legal Filter —> Application of the Model

Some of the most restrictive applications often associated with the common adventure model were created by the legal filter. Those restricted applications include: (1) no one on the trip can be paid by the institution or organization; (2) all members of the trip had be relatively close in their ability levels; (3) volunteers couldn't be trained by the program, (4) all members of the group had to pay exactly the same; (5) no age or other types of limits could be applied, (6) no outside guidance could be provided by the institution or club; and, (7) no one could assume a leadership role.

All of these restrictive interpretations came not from the model itself but from the legal filter. In particular, one operating procedure that came directly from the legal filter was the suggestion that if a staff member of the outdoor program was on a trip, she must not volunteer any information to other members of the group. This procedure was a legal defense mechanism that was recommended in a liability paper prepared for an outdoor program (Soule). It meant that an outdoor program staff member on a raft trip could not help fellow boat members improve their paddle strokes or help them learn how to read rapids. And if their boat just happened to be heading for the biggest recirculating hole in the river, the staff member couldn't warn the others of their danger.

The suggestion was, of course, ridiculous. Since concern and empathy are a part of common adventure philosophy, it ran counter to the principles upon which the system was built. It is, however, a dramatic example of how much influence liability played, so much so that some procedures went beyond common sense.

A lot of the dogma connected with common adventure—and there was plenty—came from the legal filter. It was the legal filter which required an exact equal sharing of expenses, instead of equitable sharing. It was the legal filter which said that an institution couldn't subsidize common adventures by providing compensation or incentives. If a regular outdoor program staff person took out a trip, she had to do it on her own time-off. Common adventure trip advocates preached these and other procedures, and if programs tried to employ other less restrictive methods, they were reproved.

Jim Rennie describes in a 1984 paper how people went to great lengths to satisfy common adventure dogma created by the legal filter. Those of us involved in common adventure trips could have saved ourselves a lot of headaches had we been careful to look at the model and how the legal interpretations were making it almost unworkable in an institutional setting.

The first indication that there was something wrong with the way the filter was being applied was in a common adventure law suit involving the Idaho State University Outdoor Program. The director of the program was on a mountaineering trip in which a member of the group was injured. The individual sued the university (Walsh v. Idaho State University). When the university attorneys produced evidence that the director was not being paid during the trip, the judge ignored it. The director's job extended beyond the normal 8 to 5 working day. The case was won by the university, but it was won for other reasons, a knowledge of common adventure trips and the volunteer nature of the trip being high among them.

What the court case meant was that, at least in an institutional setting, compensation of trip initiators does not make any difference from a liability standpoint. (It might, however, make a difference in a club situation where nobody associated with the club gets paid and all the members of the club have jobs unrelated to the outdoor education field.) If it doesn't make a difference, why have it? Yet, because of dogma associated with the concept, it continues to be an assumed common adventure requirement to this day.

What each program must do, particularly those that are part of an institution, is to start with the model, talk to the institution's attorney, and come up with a way of running common adventure trips which remains true to the model's basic philosophy and yet meets the liability needs of the university. In other words, apply the legal filter, but apply it rationally. Because of its voluntary and participatory nature, common adventure does afford an outdoor program the lowest form of liability—and at the same time provides the highest intrinsic worth to its participants. I might venture to add that because of participatory safety, it is also among the safest. If a common adventure trip program were an unsafe and dangerous endeavor, we would know now after 30 years and tens of thousands of participants.

Educational Filter

The other filter that has had a major effect on how the model is applied is the educational filter. Providing volunteer training, informational brochures and videos are some of the ways in which outdoor programs have taught others about the concept. But the best way to learn about the concept is for people to directly participate in common adventure trips. Through common adventure trips, participants learn about cooperation, teamwork, participatory decision making—all valuable skills in everyday day life.

Some of the early supporters of the common adventure concept advocated putting up a trip board and suggested that with little encouragement, people would start initiating trips. The program would prosper, largely stimulated by the participants themselves. That might have been possible in some places where there was a pool of experienced or semi-

experienced people who were willing to give of their time, but it wasn't feasible in most areas. As it turned out, even in areas where programs could draw from pools of potential trip initiators, the concept still needed nourishment, stimulation and support to flourish.

Consequently, some outdoor programs have developed volunteer programs and have provided training and other incentives for trip initiators. Others use regularly paid staff members to initiate trips to make sure a full range of activities is offered. These applications of the common adventure model are all a form of filtering. As mentioned earlier, outdoor programs need, however, to apply the educational filter judiciously. If trip initiators have the attitude that they are owed incentives or compensation, then much of the voluntary spirit of common adventure is lost. It is a delicate balancing act on the part of the program coordinator: providing a system by which a common adventure program can prosper while retaining its overtones of unselfishness and generosity.

Other Filters

The common adventure model may be effected by other filters. Normally the legal filter is the primary one and most institutional administrators are happy when they feel liability concerns are addressed. However, administrative operating procedures at some universities, unrelated to legal concerns, may require certain ways of doing things and an administrative filter will be applied. For instance, some colleges may require that all student activity programs—including the common adventure program—are for students only.

In addition to administrative needs, the filter which is having the most effect on common adventure programs in the United States and Canada is the land management filter. Land management agencies are increasingly regulating nonprofit groups. Usually, as long as the trip size is small and no one is receiving compensation, common adventure trips can avoid regulation. But not always. Rightly or wrongly, the use of school vans may signal to the agency that the group, even though it is organized as a common adventure, is receiving too much assistance from the institution, and the group may be required to obtain special permits (Interview with Jim Rogers, October 6, 1999). Until the rules are better defined by agencies—or until court cases clarify the rules—institutions may have to apply a land management filter which limits transportation to private or commercially rented vehicles when traveling to certain areas.

Land management agencies may have other requirements which will alter the way in which trips are conducted and the way in which the filter is applied to the common adventure model. Moreover, because different agencies have different ways of defining non-commercial groups, the land management filter can not be applied in consistent manner.

Finally, there is the filtering effect of the program's own longevity and legacy. For whatever reason, when any young outdoor program is shut down, it is a loss, and it is felt. But the loss of a long-established program is even more deeply felt. As a program establishes a legacy, and many people over the years have benefited from it, the onus is on the program's director not to expose the program to undo risk.

That's particularly the case in institutional settings. If an accident occurs on a guided trip, the guide is faced with bad publicity, but he has insurance to pay for the liability suit. And although a liability suit extracts a high price, he remains the owner of the company, and as owner, he can continue to operate. But if an accident occurs in an institutional setting, things are different. Unlike the guide, an outdoor program coordinator doesn't own the company, and his program can be shut down by powers over which he has little control. Thus, often older institutional programs tend to apply a legacy filter which results in a more conservative approach to trips.

Why Care About Common Adventure

The reason we need to look at common adventure or something similar is because of increasing commercialization in the outdoor field. We expect to see commercialization in the outdoor equipment and clothing industry. We expect to see it in the guide industry. Commercialization is, of course, the way they attract business and make their livelihood, but should non-profit organizations and clubs follow suit?

Certainly, those of us in institutional programs must produce revenue to survive. I would have not survived in my work at Idaho State University for 29 years had I not produced income. It was the fact that we brought in dollars that helped assure our existence.

But in our efforts to survive, I think that sometimes we lose sight of the true nature of the outdoor experience. Taking trips into the outdoors ought to be done simply for the satisfaction and enjoyment of the outdoors. Do we also need to turn the outdoors into a profit making machine? Is it necessary to build huge programs with huge budgets? Must we attract participants by using Madison Avenue ad campaigns? Is it necessary to transform the outdoor experience into something akin to a Disneyland experience? I see more and more evidence that the non-profit outdoor education field is increasingly dominated not by outdoor educators but by money changers. It not too late to examine what we do and how we do it. If we don't pay some kind of attention to common adventure ideas or something similar, then down the road we'll look back and realize we've lost the true essence of the outdoor experience.

Appendix

Sources and Reasoning Behind the Development of the Philosophic Foundation of Common Adventure:

Independence & Personal Responsibility. Independence and the ability to freely express oneself are central concepts in Grimm (1970, 1973) and Hilbert's (1973) earliest papers. The idea of personal responsibility is assumed early on, but by the mid 1980s, it appears in descriptions found on common adventure sign-up sheets (Watters, 1986).

Simplicity. Grimm and Hilbert (1973) were great believers in a simple approach to the outdoors and warned that excessive rules and bureaucracy create barriers that stifle participation.

Creativity. Although, it hasn't been elaborated upon in the past literature, creativity results when the talents and resources of all members of the group are utilized during a trip. Even as late as 1998, it was only hinted at: "By involving everyone, the group is able to tap all of its resources, making it far stronger than if one person tries to make all of the decisions." (Watters, 1998)

Ownership. Ownership is not a term that was used in the early literature, but the participatory nature of common adventure trips, advocated from the beginning, creates a high level of ownership among of members of groups.

Concern, Fairness, Empathy and Openness. These four basic qualities are assumed in common adventure literature, but it has come time that they are specifically included in its philosophical foundation. They are fundamental to the process which goes on in common adventure groups. If individuals in the group do not strive for concern, fairness, and openness—and do not have empathy for one another—then cooperation and teamwork, which are often stated as values of common adventure, will not occur.

Self-directed Learning. Grimm and Hilbert (1973) were big advocates of learner-controlled instruction on outdoor trips and coined the term "common adventure learning" to describe it.

Cooperation and Teamwork. The idea that individuals with similar interests can cooperatively work as a team—yet allow for individual differences—is central to the common adventure system. The term "cooperative adventures" was used interchangeably with "common adventures" by Grimm and Hilbert to describe the type of activities offered by their programs.

Interactively. Grimm or Hilbert (1973) did not use the word interactive, but they described an interactive process in which all individuals shared responsibilities and contributed to the trip.

Physical Activity. Grimm and Hilbert (1973) emphasize that common adventure activities should be physical and non-mechanized.

Low Cost. Low cost outdoor activity has always been a priority of common adventure programs and it was advocated in early papers by Grimm and Hilbert (1973) and Mason (1975).

Non-commercialism. Although, the terminology wasn't used, the emphasis in common adventure trips was always one of keeping costs low. That made it possible for many people—no matter what their income level—to be involved in outdoor activities. In common adventure programs, the sponsoring institution received no monetary benefit, resulting in trips that were as far removed as possible from commercialism (promotion, advertising, and hype) that was associated in one degree or another with other kinds of trips. As the outdoor field has become more commercialized, it has become ever more important to include non-commercialism as a part of the underlying value system of common adventure.

Horizontal Structure. Although they didn't use the term, Grimm and Hilbert (1973) essentially described a horizontal framework under which common adventure trips operate as opposed to an authoritarian, top-down operating approach.

Emphasis on Democratic Ideals. Group participation in decision making and democratic principles are evident in the early common adventure papers Grimm and Hilbert (1973) and Mason (1975).

Positive Reinforcement. Grimm (1970) drew upon the ideas of educational theorist B.F. Skinner who promoted positive reinforcement in education.

Participatory Safety. The term participatory safety wasn't used by Grimm and Hilbert, but it is the natural outgrow of other values of the common adventure system. When the emphasis is placed on participating in all aspects of the trip, when individuals have a high degree of ownership, and when individuals have empathy for one another, participatory safety results.

Care of the Natural Environment. The care of the natural environment is an historic and fundamental concept advocated by early proponents of the common adventure system (Grimm, 1970).

Author Notes

The author would like to thank Dan Geiger of University of Oregon, Steve Leonoudakis, of University of California-San Francisco, and Jim Rogers of Illinois State University who were kind enough to share information, and their perceptions and experiences with the common adventure concept of programming.

Notes

[1] Some other examples of clubs using common adventure concepts in trip and event offerings include Dallas Down River Club, Elbow Valley Cycle Club (Calgary), and Idaho Alpine Club.

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Biographical Sketch

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ACCESS TO THE OUTDOOR CLASSROOM: MORE OR LESS

Stefan J. Jackson
Craig Mackey
Linda Merigliano

Program Description

Whether it's a matter of allocation of use, group size, course size, party size, carry capacity of the land, fees, or permits, the crux of your program is whether or not you will have access to a place (the land; the river) to conduct your program.

What is the current forecast for access? What factors – legislative, agency, non–governmental – will determine your ability to run your programs where, when and how you need to run them? What are likely outcomes of work on carrying capacity of land, institutional use, group size limits, guidelines for solitude in wilderness, fee demonstration, permit re–engineering?

How can our programs support use of limited and increasingly impacted resources? How can we simultaneously do what is best for the land, best for our participants, best for our programs, best for ourselves?

With regard to access, can we determine what the best programmatic practices?

Biographical Sketches

Stefan J. Jackson is the Public Policy Manager for the National Outdoor Leadership School (NOLS). A lawyer and outdoor professional by training, he oversees the management of the NOLS Public Policy Program that focuses on operational permitting, access and wilderness issues. NOLS is a 501(c)(3), non–profit, educational organization and a founding partner and progenator of Leave No Trace education.

Craig Mackey is the Public Policy Liaison for Outward Bound U.S.A. A lobbyist, public affairs and public relations professional, he oversees the management of Outward Bound's public policy and environmental affairs with a particular emphasis on land management issues. He represents Wilderness Inquiry in similar matters and fashion.

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TRACKING MYSELF: TRACKING OTHERS

Chris Cashel

Program Description

Tracking is a term used for watching patterns of behavior in individuals and in groups. Loosely based on NLP, it provides behavioral information that reflects the true self of whoever is tracked. Like animals we all leave tracks to be followed. Self awareness is critical for effective leadership, so tracking oneself is a critical skill for leaders. Tracking others allows for non-judgmental and accurate feedback about performance of others or the group as a whole. Through group activity we will track ourselves and others.

Biographical Sketch

Chris Cashel is Professor and Coordinator of the Leisure Studies program at Oklahoma State University. She has been an active instructor for the Wilderness Education Association for 15 years. Her research interests are centered on leadership and the process of learning.

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MOZINGO OUTDOOR RECREATION/EDUCATION AREA

Jeff Ferguson
Donna Lindenmeier

Have you ever dreamed of having the opportunity to develop an agency outdoor recreation/education area? If you have, then you have already discovered that there are a host of challenges that must be met or your dream could become a nightmare. In 1989, an Ad Hoc committee was created at Northwest Missouri State University to discuss the possibility of developing an outdoor recreation/education area. This committee, composed of faculty representatives from the departments of recreation, history, government, economics and biology, drafted a written proposal for the creation and development of a University managed outdoor recreation/education area. Those on this committee were soon to find that the proposal, though favorably received by University Administrators and Regents, was far from becoming a reality. Many questions and concerns would have to be addressed before the first spade of dirt could be turned and before the first activities could be planned.

The first question that the committee had to address was concerned with the availability of University property for the development of the project. The University had undeveloped property available, but those in Administration were not convinced that any of this property was right for this project. As a result, efforts to develop an outdoor recreation/education area were to languish until 1991.

In 1991, the City of Maryville successfully passed a tax initiative that would allow the city to develop a 3,000-acre watershed and recreation area on land just beyond the legal limits of the city. This initiative called for the construction of a dam at the southern extreme of the property. The dam would create a 1,000-acre lake that would be used as a source of water for the city and as a source for water based recreation. Before the City of Maryville could begin construction of the dam, they had to have deed to all land that adjoined the proposed lake. This turned out to be a fortuitous event for Northwest Missouri State University as they owned 280 acres that would become partially submerged on the west side of the watershed area. Rather than sell the land to the City of Maryville the University discussed the possibility of giving the land to the city with the promise that at a later date they could choose land adjoining the lake for the development of an outdoor recreation/ education area. The city agreed to the proposal and the deed for the land initially owned by the University was transferred to the City of Maryville. The dam creating the lake was completed in 1993 and the rains that brought flooding to much of the Midwest that year resulted in the reservoir being filled a year ahead of schedule.

It was at this time that faculty from the Department of Health, Physical Education, Recreation and Dance (HPERD) began reminding university administrators of our land agreement with the City of Maryville. During the 1994-95 school year, members of the HPERD Department were given permission to begin discussions with the City of Maryville concerning the cities promise to transfer city owned land at the Mozingo Recreation Area to the University for the purpose of developing an outdoor recreation/education area. The University identified a 315-acre tract of land and representatives from the city and university signed a formal agreement for the transfer, management and development of this land in the spring of 1995. The University now had the land they wanted for the development of an

outdoor recreation/education area. As a bonus they also had the rights to develop areas along the lakefront.

The next question that had to be answered before development of the land could begin was concerned with identification of state and local agencies that would have an interest in the project and the nature of their interests. Under the mitigation agreement the City of Maryville had with the Soil Conservation Department and the Missouri Department of Conservation a set amount of acreage around the lake could be developed. The City of Maryville already had approval for the development of an 18 hole public golf course, primitive and RV camp areas, picnic areas, trails and a youth camp. This was to greatly limit the extent to which the University land could be developed and the types of development that would be allowed. These restrictions resulted in the University becoming working partners with the City of Maryville, Soil Conservation Department and the Missouri Conservation Department (MDC).

One of the positive outcomes of the University gaining these new partners was the technical and hopefully financial assistance they would be able to provide for the project. The major drawback of having these new partners was that they greatly influenced the University's time frame for the development of the property. This was to turn out to be both a blessing and a curse. For example, funding through MDC's community assistance program (CAP) was frozen for a four-year period resulting in no financial assistance initially from MDC. This slowed down development dramatically because $100,000 were counted on from the CAP program. MDC also had some specific facilities they wanted the University to develop that would meet identified regional needs. These facilities included areas for trap and skeet, field archery, and accessible fishing areas. These areas while desirable would all directly impact project costs. Once other sources of funding were identified, the University still could not just begin building roads, parking areas and the other facilities desired without approval of the plans from the Soil Conservation Department. Careful consideration had to be given to concerns related to the control of runoff, erosion control and mowing. Before outbuildings could be built, Soil Conservation Department and EPA concerns had to be addressed.

Another benefit besides the technical assistance evolved from these partnerships. That benefit was the creation of a cross-functional team at the University responsible for reviewing all aspects related to the development of the area. This new team was composed of representatives from the HPERD Department, Education Leadership Program, Biology Department, Horace Mann Lab School, Environmental Services and the Vice-President for Finance. The addition of the Vice-President for Finance and representatives from Environmental Services proved to be key additions to the development team. The addition of the Vice-President for Finance gave the planning team a direct link to the University President's cabinet and a key figure involved in the allocation of University funds. The inclusion of representatives from Environmental Service added people with technical expertise in the planning and construction areas.

This addition also made it possible to reduce development cost because skilled University staff and equipment could be employed instead of private contractors. Other groups and organizations that have had an influence on the development of the outdoor recreation/education area have been local youth service organizations, the local Quails Unlimited chapter, and area schools. The program interests of the local youth service organizations and area schools would have a direct impact on the facilities to be built. Quails Unlimited had an interest in the area because they had planted grasses and other materials for the establishment of habitat for upland game birds. Their concerns were centered on the maintenance of this area through controlled burning and mowing. What had

started out as a dream shared by a few individuals at the University was now a dream shared by many constituent groups. The question that concerned everybody now was whether it was possible to get everyone to share the same dream.

The next step was the conceptualization of a program mission statement. Those members of the project team representing academic interests were asked to help develop this statement. The mission statement as originally conceived follows:

Provide opportunities, through organized and university managed activities, for outdoor education, environmental education, research, recreation, and leadership training.

Achieve the mission by:

- Advocating and supporting these programs with students at all levels, teachers, administrators and general public
- Provide resources and facilities to those who wish to offer these programs
- Develop initiatives for education and research in these areas including cooperative and collaborative projects

The development of this statement was to be a critical factor in not only determining the nature of program services to be provided, but also in determining the facilities that would be needed to facilitate programming. The next step in this process was the identification of the various programs that could be offered and the populations to be served. Members of the development committee were asked to talk to the various groups that they represented in an effort to develop a listing of program activities they would like to have offered at the outdoor recreation/education area. A review of the agreements with the City of Maryville, MDC and the Soil Conservation Department also dictated some of the programs we could and could not offer. Information, from public hearings held by the City of Maryville, was reviewed in an effort to determine those services and facilities that were desired, but were not to be provided by the city. It was determined that this information would be critical for securing political support, outside funding and the architectural design of the facilities. The outcome of this effort was the identification of the following facilities and areas that would be developed on the University's property:

Missouri Angler Pond	Trap & Skeet Range and Education Building
Target & Field Archery Ranges	Challenge Courses
Outdoor Education Pavilion	Outdoor Environmental Education Center
Courtesy Dock	Accessible Fishing Dock
Walking Trails	Biological Study Area

Does the development of an outdoor recreation/education area still sound appealing? Yes, then let us summarize the things you need to remember for the dream to become a reality. Identify all people or groups that might have an interest in the project and determine the roles they may play. Determine the nature of program services that are to be offered. Remember programs should determine the type of facilities and areas needed to serve target populations. Create a project team that has representatives from the major groups that will be providing and using services. However, keep in mind that the size of this group can be a major factor that influences progress. Overcome inertia quickly and keep things moving even if the moves are small steps forward. Stops and starts can be costly financially and in maintaining enthusiasm for the project. Do not get discouraged if progress seems to have hit a roadblock. Look at this as an opportunity to find new solutions to get things back on course. Keep dreaming!

Biographical Sketches

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OUTDOOR EQUIPMENT MANUALS: THE DEVELOPMENT AND USE

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Introduction

In the discussion of outdoor equipment rental development and operation, there are several factors which need to be addressed. It would be important for the outdoor programmer to be familiar with current trends over the past one or two decades to recognize why participants and programs need this program option. In addition, there are important considerations involved in order to properly plan and operate outdoor equipment rental programs. Lastly, in order to offer an organized program designed to meet the needs of the department and the university, it is necessary to ascertain goals, policies, and procedures to place in a document to standardize operation for both customers and staff. After completion of this process, one can determine the best type of outdoor equipment rental operation for the students, the university community, and the department.

Rationale

Oftentimes, the equipment rental and off campus outings go hand in hand. In Martini's (1984) survey it was found that 84 institutions offered the off campus outing, and 83 institutions offered outdoor equipment rental. Similar results were found in a 1989 survey of outdoor rental programs in the South. The investigators found the same number who had outdoor equipment also conducted off-campus outings (Taylor and Gilbert, 1990).

This is not always the case. Watters (1986) cited a paper prepared by the University of Idaho Outdoor Program noting the need to build a solid activities program prior to establishing a rental center. The rationale was that a program that is all equipment rental and no trips may not experience success because if the students do not have a vehicle to get on trips which would include introducing them to new outdoor activities, then the rental program would not be well utilized. Once the trips program is successful, then it is time to assess equipment need (Watters 1980). The reverse philosophy of the rationale at the University of Idaho was found in a study of Texas Outdoor Recreation Facilities. Of 25 institutions responding to the survey, 17 offered outdoor equipment rental programs; however, only eight of these offered non-credit, off-campus outings (Taylor, Ashley, Keck and Kott, 1993). At Vanderbilt, the new 3000 square foot outdoor equipment rental center has altered the focus and importance of equipment. Prior to this building's construction, the small size of the rental center limited the equipment selection and number; therefore, the gear was tied to the success of the trips program. Since this facility opened and the inventory has doubled or even tripled in some cases, equipment rental has grown in importance as clubs, organized groups, and other programs utilize this service. (personal communication, Linda Potter-Rosenkranz).

Regardless of which model is used to start the rental center, its importance cannot be understated in a growing collegiate outdoor program.

History and Trends

In 1983, the NIRSA Subcommittee on Outdoor Recreation surveyed members on a wide variety of outdoor recreation topics to determine the current status, practices, and trends in programming. Equipment was one of the four components of this study. It was found that 83 of 85 respondents offering outdoor programs had equipment rental. A summary of the survey equipment category results indicated the following:

Table I

Equipment Item	# of programs renting	% of total Sample
Backpacks	82	99
Tents	82	99
Stoves	75	88
Sleeping Pads	73	86
Sleeping Bags	73	86
Canoes	72	86
Cook Kits	68	82
Fuel Bottles	67	81
X-C Skis	63	76
Coolers	59	71
Canoe Carriers	56	67
Lanterns	54	65
Day Packs	53	63
Compasses	49	59
Snow Shoes	49	59
Shovels	39	47
Canteens	35	41
Dry Bags	29	35
Headlamps	17	20
Downhill Skis	16	19
Bicycles	16	19
Rafts	8	10
Kayaks	7	8
Sailboats	4	5
Boat Trailers	3	4
Climbing Shoes	0	0

Martini, 1984

In a 1991 NIRSA Outdoor Subcommittee survey, it was found that the popularity of the six items in Martini's 1984 survey were almost identical but tents and sleeping bags passed backpacks in importance. Lantern moved up from twelfth to a tie for sixth. It might also be noted that the whitewater kayaks, sailboard/sailboats, and climbing shoes made

dramatic gains. Committee Chair, Wayne Morford reported that the average program had 14 two-person tents, 42 sleeping bags, 12 four-person tents, 19 backpacks, and 11 backpacking stoves. The replacement value of these five items in a "average program" is in excess of $10,000. Therefore, noting the investment the university and department makes in an outdoor equipment rental program is significant.

A similar comparison can be made outside of NIRSA surveys. In a 1989-90 study, Webb (1991) found 116 programs that derived some monetary benefits from equipment rental. This income was listed as $1,750,993. Over the course of approximately five years, the second edition found an increase in these numbers of 7% to 124 programs. Revenue on the other hand had increased to $2,065,387 for an 18% increase (Webb, 1996).

When the volume of equipment, the number of programs, and the revenue generated necessitates that outdoor programmers be organized and efficient to provide a quality product. This ensures firs class customer service to our students. Also, considering both the capital outlays (usually university funds) and revenue generated, the outdoor programmer must have policies, procedures and standard to safeguard the university's investment and to ensure proper accounting.

Manuals

Watters (1986) suggests that the programmer start slowly and gradually build up an inventory of equipment. The same can be said for the outdoor equipment manual.

Prior to opening an outdoor equipment rental program, one should consider developing a manual of operations to cover the many aspects of the operation. At first, this may only be a folder with policies and procedures and forms. This "how to" folder will serve as a basis to train the staff, allow for consistent procedures, forms for rental and return, and standardization of inventory and accounting procedures.

At the University of Northern Iowa, this approach was utilized in starting the new UNI Outdoor program in 1997. Other programs, both in Iowa and elsewhere, were contacted to determine appropriate equipment needs and suppliers, state regulations, and forms used in rental. In starting a program, one can look at the "manual" as a work in progress because the inventory growth and procedure changes. As the program grows, procedures must be changed with the addition of new types of equipment, new adaptations to university policies, and departmental demand. For example, the program began with backpacking and camping gear; however, with addition of canoes and snow shoes, UNI's forms and policies needed to be changed to allow for the new equipment.

At Texas Tech University, the outdoor program had a long history of faculty and graduate assistant leadership. Upon hiring a full time staff, it was decided that he first order of business was to increase the size of the inventory. This was to be done only by increasing the numbers of already established rental items. Therefore, a manual was developed within the first year using existing models at other schools with similar inventories. By creating this manual, Texas Tech's employees and student customers had standardized forms, policies, and procedures to review anytime there was a question or conflict.

Regardless of whether the "manual" is a loose leaf notebook work in progress or a bound guide, the decision should not be whether to have a written plan, but at what time. At Iowa State University, the outdoor recreation program published the "Employee Handbook and Operation Manual" as part of the growth of the program (White and Morford, 1984). This was developed for equipment rental and trip leaderships because there was a need to standardize policies. Since its first printing, this document has been revised four times to update policies. This also allows the program to set standards and procedures so new

employees can learn the "way we do it at Iowa State." (personal communication, Scott White) This is consistent with Darst and Armstrong's (1980) belief that a program is only a good as their staff. The personnel working in the rental center must have the skills to maintain and repair gear, not only for customer service but also for safety. Shoddy equipment invites legal action (Watters, 1986). While many students have good outdoor experience, it is very rare for anyone to be "read made" for an outdoor program staff position (Darst and Armstrong, 1980). Watters (1980) further states that employees need training and guidance. A manual can help provide the training and guidance needed to properly train employees within a program.

What Ifs in Outdoor Equipment Rental

Rental Activity	Scenario	Dilemma
1. raft rental (12')	damaged or destroyed	What do you charge? Lost: full replacement price or prorated damage-professional repair or inhouse
2. tent rental	student says they turned it in but you can't find it & rental form is in return file	Was it an error of the front desk, student, or equipment staff? Who pays?
3. group sleeping bag rental	Kappa Alpha rents 25 bags upon return, 5 are dirty & 2 are missing	Does pledge who picked up equipment pay? the fraternity? or.....
4. lantern rental	student returns lantern & glass is broken, no mention on rental form of break	Was this an equipment staff error or rentor problem? Who pays?
5. canoe (4) rental (+paddles/vests/trailer)	students return on Monday with horror story of river rising, cold water, capsizing canoeing – they swam for safety (losing all 4 canoes)	What do you do? students pay? staff goes "fishing", prorate losses? replacement value?
6. snow ski rental	student falls & toe binding comes off and is buried in the snow	Student pays? contact Salomon to have them replace "faulty" binding? or ....

These are the types of questions one can attempt to answer with standardized forms, policies and procedures. These must be in written form in case the renter believes the rule are changing just for his/her situation. Having them in written form will also allow administrators to handle appeals and other types of complaints. However, anytime one deals with people and the outdoors, it is impossible to foresee every exception or problem. The manual will help the employees and the program deal consistently with our students.

Summary

In summary, outdoor equipment rental and related outdoor recreation activities are a popular and ever increasing activity for collegiate outdoor programs. The reasons for student participation and departmental developments should be considered. It is also incumbent to recognize that as we grow there is a need to provide a safe, fun, learning experience for the participants and the programs. One way to ensure this is to research which gear fits into the budget and location of your department and to develop a plan of operation. This plan oftentimes comes in the form of a manual in order to ensure that safe practices and

procedures are consistent and are the foundation of the program. While procedures and specific topics may vary from program to program and will surely change over time, it can serve as the basis from which to begin. This manual can help ensure that the goals of the program are being met and the participants all receive the most benefit from their experience.

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Panel Biographical Sketches

W. T. Taylor, Middle Tennessee State University, Director of Intramurals & Outdoor Pursuits, B.S. Miss. State U., M.A. Southern Methodist U., & Old Miss too. Supervised outdoor equipment rental programs at Ole Miss, UAB, Texas Tech, SHSU, and for the past five years at MTSU. MTSU's inventory at approx. $100,000 in water sports (rafts, kayaks, canoes, funyaks, and trailers), backpacking & camping gear (likes boats best!).

Jordan Messer, Texas Tech University, Assistant Director of Recreational Sports in charge of the Outdoor Program. B.S. & M.S. U. of Nebraska Lincoln. Supervise outdoor equipment rental center at Texas Tech U. since 1998. TTU's inventory at approx. $75,000

in water sports (kayaks, rafts, canoes, wind surf boards & trailers) snow skis / snow boards / shoes, backpacking gear & camping gear (snow boarding rules!).

Andy Martin, University of Northern Iowa, Coordinator of UNI Outdoors. B.S. Sam Houston State U., M. S. Middle TN State U. Supervised outdoor equipment rental at SHSU, MTSU, UNI. UNI's inventory at approx. $45,000 in water sports (canoes & trailers), winter sports (x–c skies & shoes), climbing, gear, camping / backpacking gear & roller blades (supremo boater!).

Mitch Hoffman, Middle Tennessee State University, Graduate Assistant in Outdoor Pursuits. B.S. U. Northern Iowa, M.S. in progress. Supervises outdoor equipment rental at MTSU (rock hound!).

Sean Hager, Middle Tennessee State University, Intern in outdoor Pursuits. B.S. in progress. Supervisor in outdoor equipment rental at MTSU (wants it all!).

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CASE STUDIES IN WILDERNESS MEDICINE, THE SEQUEL

Shana Lee Tarter
Melissa Gray

Abstract

This workshop will explore current issues in wilderness medicine through the use of case studies. Emphasis will be placed on evacuation decision making. This will be an excellent refresher for anyone with wilderness medicine training and invaluable for program administrators responsible for developing evacuation protocols. For Case Studies 1-5 please refer to the 1996 ICORE Conference Proceedings.

Case Study 6

You are guiding your clients on a winter ascent in the Tetons. It is the first clear day in nearly a week and the temperature has finally topped the 0°F (0°C) mark. As you stop for a break at 9 A.M., 4 miles into your climb, one of your clients notices a figure in the distance huddled next to a large rock. You go over to investigate and recognize the outer wear of one of the climbers you met yesterday as he began his ascent of the peak.

You approach the man to see if he is OK and to offer your help. He makes no movement or sound as you walk over to him. You notice that his face and beard are crusted with ice and his face is extremely pale. His eyes are closed. You attempt to wake him up by shouting at him and, when you get no response, by vigorously rubbing your knuckles across his sternum. You think you detect a faint moan. You begin an initial assessment of the man looking for airway, breathing and circulation. You find no evidence of trauma on your head-to-toe exam. At 9:10 A.M. his vital signs are:

LOC: Unresponsive, except for the faint moan
HR: No detectable pulse
RR: 4, almost undetectable
SCTM: Pale/Cold/Dry
BP: No detectable radial pulse
P: Extremely slow to respond to light

Please list your current assessment, plan, and anticipated problems.

Debrief Points Cast Study 6

It is important to understand the implications of and guidelines for the performance of Cardiopulmonary Resuscitation (CPR) in the wilderness. In an urban context, CPR should not be initiated if there is: Any sign of life in the patient, a danger to the rescuers, dependent lividity (a pooling of blood in the lowest parts of the body), rigor mortis (a stiffening of the limbs), an obvious lethal injury (e.g., decapitation), or a well defined Do Not Resuscitate (DNR) status.

In addition to the urban guidelines, there is an additional guideline that applies in a wilderness context. If the patient is rigid from the cold and has a non-compressible chest, chest compressions should not be initiated. It is virtually impossible to determine the

presence or absence of cardiac electrical activity in a cold, rigid patient without a portable EKG machine. It is however very possible for a person to succumb to exposure hypothermia, have no detectable breathing or palpable pulse, and still be alive, but very fragile. In spite of the apparent absence of breathing or a pulse, many of these patients will exhibit some sign of life such as a deep pain response, pupil response, fluttering eyelids, etc.

The most appropriate treatment for a cold, rigid, pulseless patient in the wilderness is to: Begin artificial respiration, preferably with supplemental oxygen, to package them to prevent further heat loss, and to evacuate them as gently and quickly as possible.

Case Study 7

You are leading a 2 week hiking and natural history program in the Grand Gulch area of Utah. It is the fifth day of the trip and you have decided to hike up to the canyon rim via a steep side canyon. You reach the plateau behind most of your students and glance back to see Jim Doe, your oldest student at the age of 49, sitting on a rock with his hands braced on his knees about 100 feet below you. You call down to him to see if he needs help and he replies that he's not feeling too well, but probably just needs to rest a bit. You leave your other students under the care of your co-instructor and carefully make your way down to Jim.

Upon your arrival you notice that Jim looks pale in spite of the 80°F day. He is breathing rapidly and shallowly. When you inquire further you discover that as he was ascending the canyon he became suddenly short of breath and began to experience a tightness in his chest. Because he also felt nauseated he assumed that the strenuous hike out of the canyon was upsetting his recent lunch. He continued to hike until the tightness in his chest worsened and he was unable to catch his breath. He reports feeling lightheaded and dizzy and says he doesn't think he will be able to continue with the hike. He denies ever feeling this way before, denies falling down and says he has no relevant medical history. At 1 P.M. his vital signs are:

LOC: Alert but anxious
HR: 96, strong and regular
RR: 28 and shallow
SCTM: Pale/Cool/Moist
BP: 162/P
P: Equal, round and reactive to light

Please list your current assessment, plan, and anticipated problems.

At 1:20 P.M. Jim reports that he now feels pain radiating down his left arm and that it feels like someone laid a huge boulder across his chest. He is becoming increasingly agitated and is worried about how he is going to get out of there. At 1:20 P.M. his vital signs are:

LOC: Alert but agitated
HR: 104, weak and regular
RR: 30 and shallow
SCTM: Pale/Cool/Moist
BP: 164/P
P: Equal, round and reactive to light

Please list your current assessment, plan, and anticipated problems.

Debrief Points Case Study 7

Cardiac emergencies are a threat to life to patients in urban settings and an even greater threat to patients in remote settings where time to definitive medical care is delayed. Management of the wilderness cardiac patient revolves around two important principles, keep the patient as calm as possible (physically and emotionally) and evacuate them as rapidly as possible. Someone exhibiting the signs and symptoms of a heart attack that do not relieve with 10-20 minutes of rest, should be evacuated with the least exertion possible. A heart attack justifies the use of a helicopter or other rapid evacuation methods. Asking the patient to walk will overwork an already overworked heart and may significantly worsen the patient's condition. While waiting for an evacuation you can consider administering one aspirin to your patient to help reduce clotting and assisting them with their own nitroglycerin medication. You may help administer up to three nitroglycerin tablets. If available, supplemental oxygen will greatly help your patient. It is important to realize that denial on the part of the patient is a significant factor that often delays the onset of care.

Case Study 8

You are instructing a month long wilderness expedition in the Wind River Mountains of WY. It is the beginning of your third week and you are presently 14 miles from the nearest roadhead. This morning, 19 year old Sandy Doe approaches you in tears. She says she is feeling awful. She says the last week has been a challenge for her. She says she felt great the first week of the course, but this last week she has been extremely tired and feels unable to keep up with the group. She says she has been getting nauseated when she hikes and has very little appetite. Yesterday afternoon she began to experience lower abdominal pain and cramps that persisted through this morning. She says she also noticed some vaginal spotting beginning yesterday that is continuing. She says she felt dizzy when she walked over to find you. During your conversation you notice that she appears tired and she looks quite pale. Upon physical exam she is tender in the lower quadrants of her abdomen and she appears to be guarding the area. She has no relevant medical history, states that she is sexually active, and says her last menstrual cycle was about six weeks ago. She says the trip has been very stressful for her. At 7:30 A.M. her vital signs are:

LOC: Alert, but anxious
HR: 108, weak and regular
RR: 24, unlabored
SCTM: Pale/Cool/Moist
BP: 86/P
P: Equal, round and reactive to light

Please list your current assessment, plan, and anticipated problems.

Upon reexamination at 10:30 A.M. her abdomen feels rigid and her vital signs are:
LOC: Alert and very agitated
HR: 116, weak and regular
RR: 24, unlabored
SCTM: Pale/Cool/Moist
BP: 78/P
P: Equal, round and reactive to light

Please list your current assessment, plan, and anticipated problems.

Debrief Points Case Study 8

Because it is challenging to correctly assess the severity of abdominal injuries or illnesses in the backcountry, it is recommended that you evacuate anyone with abdominal pain who also has: Signs and symptoms of shock, blood in the vomit, feces or urine, pain persisting greater than 12-24 hours, localized pain especially with guarding, tenderness or rigidity, persistent nausea and vomiting, or diarrhea greater than 24-72 hours, fever above 102°F (38°C), or signs and symptoms of pregnancy.

In general, it is recommended that any sexually active female who presents with lower abdominal pain should be evaluated for pregnancy. If pregnancy is suspected, she should be evacuated immediately. Classic early signs and symptoms of pregnancy include: Amenorrhea, fatigue, breast tenderness, frequent urination and nausea. Potentially serious complications in the first trimester include spontaneous abortion and ruptured ectopic pregnancy.

Case Study 9

It is a fine spring day, plants blooming and bees buzzing. Your group of would be naturalists are busy identifying flowers. Suddenly a scream pierces the air and you see one of your students, Kim Doe, running across the meadow engulfed in a swarm of bees, angry about the nest she has just disturbed. She runs towards the river and immerses herself to escape. By the time you reach the water most of the bees have given up and you dodge the last few angry buzzers to reach her side. She is sobbing hysterically from pain and fright. You coax her onto shore and notice at least 50 red raised welts from the stings. The next few minutes pass too quickly. Before your eyes her face begins to redden and swell. Suddenly she complains not of pain but of increasing difficulty catching her breath. Her breathing becomes ragged and gasping. You think back to her medical form and cannot recall any history of an allergy to bees. Less than five minutes after you pull her out of the water she collapses on the ground, her skin flushed and her face swollen. She appears to be barely breathing. At 2 P.M. her vital signs are:

LOC: Pain responsive
HR: 112, weak and regular
RR: 32, shallow and wheezy
SCTM: Red/Warm/Moist
BP: No radial pulse
P: Equal, round and reactive to light

Please list your current assessment, plan, and anticipated problems.

Debrief Points Case Study 9

Your student has suffered from a life threatening form of allergic reaction known as anaphylaxis. Her body has mounted an all out attack against the foreign protein introduced into her system by the bee venom. In this case, however, her body has overreacted causing an excessive release of histamines which result in a widening of her blood vessels and a narrowing of her air passages. The end result, death by shock and suffocation.

In order to control and eventually reverse this reaction it is imperative that she receive injectable epinephrine followed by oral antihistamines. In a patient with acute anaphylaxis, death is almost certain without these medications. Injectable epinephrine is

available by prescription in three forms in the United States: the Ana-Kit ® (Holister-Stier), the Ana-Guard ® (Holister-Stier), and the EpiPen ® (Center Labs). Each of these forms comes ready to administer with pre-loaded adult doses. The Ana-Kit ® and Ana-Guard ® have the advantage of having two pre-loaded doses in one syringe. The disadvantage is the user must be comfortable actually administering a shot into the patient's shoulder or thigh muscles. The EpiPen ® comes with only one pre-loaded dose, however it has an auto-inject mechanism making it simple for the patient to self administer. Center Labs also makes an EpiPen Jr. ® for children under 12. Oral antihistamines are available over the counter in many forms, the most common and typically the most effective is Benadryl ® (diphenhydramine). Oral antihistamines should be administered until the patient reaches definitive medical care.

Note: Whenever administering medications, especially prescription medications, it is critical that they be administered under the direction of a physician's written or verbal orders. If you choose to carry medications for your outdoor program, you should have a physician preceptor to help establish protocols for their administration and to provide continued training for your staff.

Case Study 10

You and your assistant instructor are leading a group of 12, 14 and 15 year olds in the Absaroka Mountains, WY. You are on the 5th day of a seven day trip and are 8 miles from the closest trailhead. The students are setting up the bear hang for the evening. It is 8:30 P.M.

The muffled curse in the distance is followed the arrival of one of your students informing you that 14 year old Charlie Doe has been hit in the back of the head by the rock the students were using to get the rope over the branch. The student says that Charlie fell forward after the rock hit his unhelmeted head and they had to "shout at him a couple of times" before he moaned back at them.

When you arrive, approximately five minutes after the incident occurred, you find Charlie propped up against a tree holding his head. There is blood on his hands and matted in the hair on the back of his head. Your complete assessment reveals no significant injuries except the now clotted laceration on the back of Charlie's head and no evidence of spinal injury. Charlie is complaining of dizziness and a headache. He admits to feeling slightly nauseous and wants to go to bed. He says he cannot remember if he lost consciousness or not. At 8:50 P.M. his vital signs are:

LOC: Awake and oriented
HR: 76 regular and strong
RR: 16 and easy
SCTM: Pale, warm, and moist
BP: 100/60
P: Equal, round and reactive to light

Please list your current problems, plan, and anticipated problems.

Charlie's vital signs remained stable throughout the night. He slept, but restlessly. He is ambulatory, but complaining of dizziness, nausea and a slight headache. At 7:00 A.M. his vital signs are:

LOC: Awake and oriented
HR: 64 regular and easy
RR: 12 and easy
SCTM: Pink, warm, dry
BP: 110/68
P: Equal, round and reactive to light

Please list your current problems, plan, anticipated problems.

Debrief Points Case Study 10

Head injuries often present significant challenges to outdoor trip leaders when deciding whether a student needs to be evacuated or not. A patient with a mild closed head injury may complain of dizziness, nausea, slight vision disturbances, headache, and weakness. None of these symptoms in and of themselves are necessarily cause for concern. A patient who is unconscious briefly with signs and symptoms of a mild closed head injury may be allowed to remain in the backcountry, but needs to be monitored for a worsening head injury. The conservative course of action, however, is to evacuate any individual who looses consciousness, especially minors whose parents or guardians may be upset to find out their child was unconscious 10 days ago! Patients who remain in the field should be allowed to sleep, but awakened at 2 hour intervals to check for: change in mental status, worsening headache, vision disturbances, protracted vomiting, lethargy, excessive sleepiness, ataxia or seizures. If any of these serious signs develop the patient should be evacuated from the field rapidly.

Biographical Sketch

Shana Tarter has been actively practicing and teaching wilderness medicine for nine years. She is currently the Director of Special Projects at the Wilderness Medicine Institute (WMI) in Pitkin, CO. Previously she worked as the Associate Director of Cornell Outdoor Education. She serves on the AORE Board, the Wilderness Risk Managers Committee and works as a NOLS instructor.

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THOUGHTS ON RISK MANAGEMENT IN THE RECREATION INDUSTRY: A DIFFERENT PERSPECTIVE

By ©1997Catherine Hansen-Stamp*

This article was first published in the fall 1997 issue of The Outdoor Network. *This article was written for informational purposes only, and is not intended to provide specific legal advice. Schools, outfitters & guides and other recreational providers should consult with legal counsel in their state, experienced in recreational law, regarding matters specific to their business or operation.*

I. Introduction

Recreational activities, from skiing and white water rafting to mountain climbing and mountain biking, involve inherent and other risks that provide challenge and excitement, enticing individuals to participate. The inherently risky nature of recreational activities, our litigious society and individuals' failure to accept responsibility for themselves, are all factors which have made overall risk management practices critical to the viability of any recreational business.

Risk management for recreation providers spans all aspects of a business: hiring and training employees, structuring and following emergency protocols, drafting brochures, releases and similar documents, obtaining adequate insurance, using and maintaining equipment, and a host of other things. Unfortunately, thinking about risk management in one's business can be a difficult and unattractive proposition for any recreation enthusiast. One can be overcome with the doom and gloom of potential injury and death and the overall goal to simply engage in risk management to avoid liability. Surely the excitement lies in providing the adventure experience, teaching the outdoor skill or observing learning through adventure based experiential education, right? Yes, of course. Importantly though, let's think again. Isn't it also true that excitement and fulfillment can flow from running a professional and ethical operation?

Instead of approaching risk management "running scared" and addressing those issues simply to attempt to avoid a lawsuit or minimize liability, think about running a professional operation. If this is your primary goal in addressing risk management, your whole attitude and approach is different. Running a professional operation includes fundamental fairness to participants and the education and edification of your staff, while engaging in appropriate risk management practices. If you address risk management from this perspective, you certainly may minimize or reduce actual injuries or accidents, the occurrence of claims or lawsuits, or, your ultimate liability. However, you've done so in a positive way, providing a quality service while effectively reducing your liability exposure.

II. What is Risk Management?

Let's begin by examining the term "risk management." What risks are we talking about, and who are we managing them for? Viewed broadly, there are really two sets of risks. The first are those risks or hazards present in recreational activities; i.e. falling rock, changing weather, guide error -- the "who, what, where and how." These risks can lead to injury, death or loss to participants. The second involves the risk of loss (monetary or otherwise) to a provider's operation, resulting from participant's injury, death or loss. By

examining disclosure of information, documentation, equipment use and maintenance and other issues, one can attempt to manage these various risks. However, if risk management is viewed simply as a means to minimize the provider's potential loss, the picture is incomplete. If one approaches risk management with an eye toward running a professional operation, risks are truly being managed not just for the provider's operation, but also for the participant. This approach results in a "win - win" situation for everyone.

Taking this approach: let's focus on a couple of specific risk management pieces to illustrate how this works.

Information Exchange

I have termed the "information exchange," as that critical information flowing from provider to participant and from participant to provider. For providers, the exchange of information is influenced by an ongoing tension between 1) marketing services to the public, 2) legal protection and 3) effective registration of participants. A provider imparts information to participants through brochures, phone calls, releases or other written documents, pre trip talks and the like. This is oftentimes termed as "disclosure." A provider may also obtain information from participants through applications, medical information forms and phone calls. This is sometimes termed "screening." This mutual exchange is a critical aspect of any risk management program. A provider can direct this information exchange with the goal of running a professional operation and prioritizing both provider and participants' risk management interests.

To illustrate this approach, imagine "Mountainmecca[1]" offers hiking and rock climbing activities in the mountains to individuals who span a variety of ages and ability levels.

A. Information Exchange: Disclosure

1. Brochures and Videos.

Mountainmecca would like to distribute a brochure and video of its outfit. The brochure and video can impart information about the nature of the hiking and rock climbing activities; i.e. where those activities will take place, if special experience is required, weather and terrain, equipment provided, and structure of the course or program. Mountainmecca wants to market the activities, and can thus describe and depict that the activities are fun, exciting and educational. The materials can also include information about the risks of the activities, and, the possibility of injury, damage or loss. Pictures and footage can show travel in remote terrain and in uncomfortable weather conditions. Another shot can depict a backcountry injury, a rescue or other less pleasant aspects of the activities. At the same time, Mountainmecca can include photos of a group reaching a summit, a successful belay, and other enjoyable aspects of the program. The materials can relay that individuals choosing to participate have responsibilities, and will assume the risks of participating in the activities.

This approach allows Mountainmecca to provide information to participants, so that they can make voluntary choices about whether to participate, given the nature of the activities. They receive a dual message: the activity is exciting and

[1] 'Mountainmecca' is a fictitious entity; the name is provided for illustrative purposes only.

enjoyable, but importantly, they have responsibilities as participants. Participants also understand and appreciate, up front, some of the dangers and risks of participation. Mountainmecca can market its services effectively, while simultaneously relaying a realistic picture about the dangers and risks associated with its recreational activities.

2. Releases, Assumptions of Risk and Similar Documents.[2]

Mountainmecca can utilize a written document, signed by the participant, which may, among other things, identify risks involved in participating in Mountainmecca's hiking and climbing activities, and seek to either avoid or allocate liability for damage, injury or death. Documents can also identify liability already allocated by law. These written documents can provide participants with a variety of information which will allow them to further understand the nature of the activity and its attendant risks, so that they can make informed choices about whether to participate. Such documents will also assist participants in understanding their own responsibilities and liability. Lastly, it allows a provider to attempt to allocate or transfer liability to the participant for certain injuries or losses. Common elements of these types of documents can include:

a. Description of Risks and Participant's Assumption of Risks:

Common law (that derived from legal cases) provides that participants may not recover from providers for injuries that result from the inherent risks of recreational activities. In other words, the provider has no duty to protect the participant from those risks, and has no liability for injuries resulting from those inherent risks. Many states have codified the "inherent risk" doctrine in legislation which spans a broad variety of recreational activities. Inherent risks fall into two general categories: 1) those risks which are essential characteristics of a recreational activity and those which participants desire to confront: e.g., moguls, steep grades, exciting whitewater; and 2) those undesirable risks which exist and which cannot be controlled, e.g., falling rock or sudden, severe weather changes.

In light of applicable state statutes and common law, participants generally do not need to be informed about specific inherent risks in order to be held responsible for injuries resulting from those risks. However, including a written description of inherent risks, and a provision outlining a participant's responsibility and assumption of those risks, relays accurate and important information to the participant. In addition to listing inherent risks, providers can include a list of other risks in the document. This serves to broadly inform the participant of the risks, inherent or otherwise, associated with the particular activity. Should applicable laws or the provider's written document fail to assist in obtaining dismissal of a claim, a participant's assumption of risks can be reviewed by a court or jury in determining participant's legal

[2] I have highlighted a few basic elements of these types of written documents. Many other elements are typically present, and are discussed at length in the Outdoor Recreation Coalition of America ("ORCA") publication: "*Developing Releases and Related Documents: Guidelines for Recreation Providers, Outdoor Programs, Outfitters & Guides*," (1998) authored by Catherine Hansen-Stamp, with assistance from members of the ORCA 'Tort Reform' working group. This document is available through the ORCA office in Boulder, Colorado or on ORCA's website at www.orca.org.

contributory fault. This contributory fault can decrease or possibly eliminate the provider's liability.

b. Participant Release and Agreement to Indemnify:

Release language refers to that portion of a document wherein the provider allocates the responsibility for provider's negligence to the participant. In other words, the language basically excuses the provider from liability for injuries or death resulting from provider's or their employees' ordinary negligence (negligence meaning generally, a failure to exercise ordinary or reasonable care). This is sometimes referred to as an "exculpatory clause." In most jurisdictions, a written document is not effective to transfer a provider's liability for gross negligence or reckless or intentional misconduct. (A participant's agreement to indemnify is an agreement to reimburse the provider, by payment or otherwise, for any claims brought against the provider relating to the participant's participation.) The majority of states, pursuant to case law, do recognize the validity of releases excusing providers from liability for their own ordinary negligence, in the recreational context. In many states, courts will strictly review these documents, because of their intent to shift liability for provider negligence to the participant.

Some providers are reluctant to include a release for their own negligence in these types of written documents. They are proud of their operation and do not want to be relieved of the responsibility to exercise ordinary care. Others may be restricted by federal policies requiring those operating under permit on federal lands to utilize a "Visitor's Acknowledgment of Risk" form, if they choose to use a form at all.[3] In any event, it is important to note that in litigation, courts and legal counsel frequently urge there is a gray area between 'inherent risks' and 'provider negligence.' Utilizing a written document, which includes a release for provider negligence may discourage disputes over this issue, and possibly, the filing of frivolous claims. Despite the use of a release, providers may choose to compensate or settle with injured parties who they believe may have truly meritorious claims.

Instead of viewing a written document as just a 'release,' 'indemnification' or 'assumption of risk' intended to avoid or limit liability, the document can, more comprehensively, be viewed as a vehicle which provides participants with information concerning the activity, and the risks associated with the activity. Participants can then make a choice about their decision to participate. If participants choose to participate, they do so with knowledge of the risks involved and with the understanding that they will be responsible for injuries or death resulting from such risks, and, for injuries or death resulting from providers' ordinary negligence, if that is also included in the document.

For providers, the presence of a signed document may deter participants from making a claim in the first instance. If a lawsuit is filed, the written document provides the potential that provider may obtain summary dismissal of the case prior to trial. If that effort is unsuccessful, the document may serve as evidence in trial that the participant was warned of the risks prior to

[3] *Id.*, see the ORCA document for a synopsis of these federal policies.

engaging in the activity, assumed those risks, and thus is partially or wholly responsible for the resulting injury or damage.

B. Information Exchange: Screening

Screening concerns the flow of information from participant to provider. Mountainmecca can use applications, medical screening forms, phone calls and other means, to obtain critical information about participants, and to provide additional detail about the rigors and challenges of the hiking and climbing activities provided. Mountainmecca can obtain information about, e.g., participant's physical abilities,[4] health, specific fears or concerns, expectations and experience level. Obtaining this type of information can assist Mountainmecca in understanding the needs of the participant, and in addressing any special concerns, medical or otherwise, which might affect the participant, or other co-participants.[5] It may provide an opportunity to mutually determine that a particular trip is not appropriate for a participant. The participant, too, has a chance to communicate and explain his individual concerns or needs. Mountainmecca is obtaining the information not just to potentially avoid a lawsuit, but to assist the participant in sharing information so that he is better prepared for the experience. In addition, it allows the participant another opportunity to make an informed choice about whether to participate in the recreational activities.

III. Conclusion

Looking at "information exchange" issues, illustrates the importance of viewing risk management while standing in your shoes, as well as those of your guests. A focus on running a professional operation allows you to use risk management tools with an eye towards fundamental fairness to participants, rather than simply your own legal protection. Exchanging important and accurate information offers you the opportunity to build rapport with your participants and allows them to see that you run a professional operation. Informed participants are aware of the risks and the potential for injury and more likely prepared to handle a critical incident. Further, certain accidents are less likely to occur with a well run program and informed participants. Importantly, participants who witness providers' attention to detail and professional operation both before and after an incident may be less apt to file a claim.

Taking this two pronged approach to risk management should allow you to feel good about this aspect of your business. Instead of prefacing a pre trip talk with: "we need to tell you this because we're afraid you may sue," you can say: "we care about our guests and so believe it important to inform you about the risks of participating in these activities." In the end, you'll have a more positive attitude about risk management issues. You'll also be far ahead in decreasing the potential for accidents; and, if accidents occur, you've likely minimized the chance of resulting claims or lawsuits, or limited your ultimate liability.

Catherine Hansen-Stamp is an attorney who specializes in recreational legal issues. She has written extensively on the subject, and spoken to groups on both a regional and national basis regarding risk management, legal liability and other issues important to the recreation industry. She is a member of the Colorado, Wyoming and American Bar Associations and can be reached at her home office in Golden, Colorado at 303-232-7049, or e-mail hansenstamp@lawyernet.com.

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[4] Note that providers should understand the application of the Americans with Disabilities Act "ADA," and its potential to: 1) limit or proscribe inquiries concerning physical capabilities and ability to participate, and; 2) require accommodation for certain individuals with disabilities.

[5] *Id.*

Biographical Sketch

Catherine Hansen–Stamp is an attorney in private practice in Golden, Colorado. Catherine specializes in legal consulting in the recreational law area and speaks to groups on both a regional and national basis regarding issues important to the recreation industry. Catherine consults with and advises recreation providers on all issues related to risk management and legal liability, and how best to run a professional operation while minimizing legal exposure. Catherine also assists recreation providers and related organizations in negotiating state or federal public land use issues. She has worked with legislators to implement legislation important to the recreation industry, including recent amendments to the Wyoming Recreation Safety Act. She has written extensively on recreational/legal issues, and recently completed ***Recreational Products: Legal Liability and Risk Management Issues for Manufacturers and Others in the Chain of Distribution – A Primer*** for the Outdoor Recreation Coalition of America (ORCA). She also coordinated the development and drafting of ***Developing Releases and Related Documents: Guidelines for Recreation Providers, Outfitter Programs & Outfitters & Guides*** for ORCA, revised in 1998. Both of these documents are available for viewing on ORCA's website at www.orca.org. Catherine is a member of the Wyoming, Colorado, and American Bar Associations.

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RISK MANAGEMENT FOR GUIDES

Ross Cloutier

RISK MANAGEMENT FOR GUIDES

Ross Cloutier
The University College of the Cariboo

RISK MANAGEMENT IS:

- **RISK CONTROL**
  - Exposure Avoidance
    - (not engaging)
  - Loss Prevention
    - (frequency)
  - Loss Reduction
    - (severity)
- **RISK FINANCING**
  - Risk Transfer
    - (insurance)
  - Risk Transfer
    - (employee contract)
    - (volenti)
  - Risk Retention
    - (absorb)

RISK CONTROL EXAMPLES:

- Exposure Avoidance (not engaging)
  - Company:
  - Guide:
- Loss Prevention (frequency)
  - Company:
  - Guide:

RISK CONTROL EXAMPLES:

- Loss Reduction (severity)
  - Company:
  - Guide:

RISK FINANCING EXAMPLES:

- Risk Transfer (insurance)
  - Company:
  - Guide:
- Risk Transfer
  - Employee Contract:
  - Volenti:
- Risk Retention (absorb)
  - Company:
  - Guide:

ASSUMPTIONS:

The guide will be named in the lawsuit.

The guide will need his/her own lawyer.

The goal of an insurance company is to limit their loss.

Issues for the company will be survival, reputation & damage control.

BEST COPY AVAILABLE

UNKNOWNS:

When will the lawsuit and/or court case be?	Will the guide still be working for the company?
Will the insurance company defend the case?	Will the company blame the guide?

Scenario 1: Contracted Guide

- If a guide is a Contractor and Company insurance does not apply to Contractors; the goal of each may then become to "apportion" a greater % of blame on the other party.
- Note: The whole idea of using Contractors is to transfer risk to them.

Scenario 2: Indemnity

- Indemnification clause in the contract.
  - "The Contractor shall indemnify and save harmless the Company from and against all losses, claims, damages, actions, causes of action, cost and expenses that the Company may sustain, incur, suffer or be put to by reason of any act or omission of the Contractor or of any servant, agent, or sub-contractor of the Contractor."

Scenario 3: Out of Court

- Insurance company settles out of court and the guide is left with implied blame.
- This also applies to the Company.
- Note: The insurance company will attempt to defend the case and/or limit their loss as they see fit, not how YOU desire.

Scenario 4: No Insurance

- If the Company has no insurance that covers the guide, the Company and guide may end up attempting to "apportion" blame to the other party.
- This is particularly an issue if the guide has significant assets.

Scenario 5: The Smoking Gun

- Opportunity may arise for the guide to negotiate their name off of a lawsuit by providing evidence to the plaintiff. They then become a witness against the Company.
- We are not among friends here.
- Question: Who knows the most about the Company's operations and can do the most damage?

Scenario 6: Claims Made/Claims Date

- Claims Made Insurance = must be in force when the plaintiff makes a claim to be effective.
- Only covers you if you are insured the date the claim is made.
- Question: What if the Company no longer exists, or no longer has insurance, when a claim is made?

Scenario 6: Claims Made/Claims Date

- Claims Date Insurance = must be in force when the accident occurred and is effective indefinitely.
- Claims can be made after the business closes if it was in effect at the time of the accident and the insurance company must honor it.

Scenario 7: Legal Fees

- You will need your own lawyer even if you are covered by the Company.
- Company legal fees come out of the insurance coverage.
- It can easily cost you $25,000 to $50,000 in legal fees to defend your interests and many times this for a Company. How will you pay for this?

Scenario 8: Not Employed

- Question: What if this is years later and the guide is no longer employed by the Company?

RISK MANAGEMENT RULES FOR GUIDES

1. Know if you are an employee or contractor.
2. Have your own or company insurance.
3. If you are a contractor be listed on the waiver.
4. Know the Worker's Compensation rules.
5. Exercise risk control in the field.

RISK MANAGEMENT RULES FOR GUIDES

6. Be familiar with your own tort lawyer.
7. Know what level of financial risk you retain with your job or contract.
8. Know what the contract means.

Biographical Sketch

Ross Cloutier has been actively involved in the adventure industry since 1974. Ross has organized expeditions and guided journeys to 25 countries around the world and was the climbing leader for the 1991 Canadian Everest Expedition. He has owned two successful mountain–guiding businesses and was the British Columbia Sear and Rescue Training Coordinator from 1989 to 1992. His academic background includes studies in Recreation Administration and Outdoor Pursuits, as well as an MBA in International Business. He is currently the Chair of the Adventure Programs Department at the University College of the Cariboo in British Columbia.

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EFFECTIVE TEACHING TECHNIQUES FOR OUTDOOR EDUCATION

John Cederquist

Abstract

Originating in a powerful outdoor learning environment, this substantial list groups specific teaching methods within three main areas: content, techniques, and group management. Some specific examples are included, as are a few characteristics of excellent instructors.

> When I heard the learn'd astronomer,
> When the proofs, the figures, were ranged in columns before me,
> When I was shown the charts and diagrams, to add, divide,
> and measure them,
> When I sitting heard the astronomer where he lectured with
> much applause in the lecture-room,
> How soon unaccountable I became tired and sick,
> Till rising and gliding out I wander'd off by myself,
> In the mystical moist night-air, and from time to time,
> Look'd up in perfect silence at the stars.
>
> *When I Heard the Learn'd Astronomer, by Walt Whitman*

Janie illustrates nutrition concepts while encouraging social interaction through a "What Food Am I?" game; Kate passes a candle around the circle of students on a dark, quiet evening to create an opportunity for each to uninterruptedly express her thoughts; Eric guides the group through a Socratic debate that pushes it to higher levels in examination of a wilderness issue; Dana relates the story of a teacher learning of his positive impact on a young person's life, years after the fact; Allison fakes a broken femur to shock the group out of complacent down-river travel; Dennison leads an in-pool fear-reduction technique useful for first-time kayakers; Dave explains topographic contours by presenting ink patterns drawn on his knuckles.

These and dozens of other educational techniques unfolded day-by-day to create an atmosphere of continual variety and interest. They are real-world examples of 86 teaching methods listed in these pages. Although particularly useful in outdoor education, many work in any classroom situation. Most were drawn from thirteen students and four instructors who participated in the National Outdoor Leadership School's River Instructor Course, May 1998; others came from additional experiential education classes.

This course, in which I was a student participant, became a living laboratory of teaching, composed of highly motivated people in an exciting outdoor environment. Careful planning was combined with a willingness to experiment, and a rich open-air classroom resulted. By design or by chance, most of the techniques listed were used at some point during the 30-day course; a few were discussed without demonstration. This paper evolved from an agenda item added to the course after a couple of us became interested in monitoring the surprising breadth of teaching ideas that emerged each day.

The ideas are offered as a resource for improving courses. The list is not comprehensive; other teaching methods of value may be found elsewhere in the literature of experiential education. Additional caveats: innovation does not necessarily equate with effectiveness; use of too many techniques in one session is distracting; items here are offered without significant description or explanation. Regarding the latter, significant deficiency: a bibliography is provided to illuminate some of the methods, and the author of this article may be consulted for additional information. Techniques are numbered for ease of reference in potential discussions, and not necessarily by priority.

Effective outdoor education consists of relevant CONTENT, varied instructional TECHNIQUE, and situation-specific GROUP MANAGEMENT. Teaching techniques are grouped within these areas.

Content

Relevant content is the heart of learning. Careful selection and coverage of topics during a course will create backcountry users who are safer, more knowledgeable, and more responsible.

1 Consider priorities when planning educational experiences: *safety* of students and instructors, *environmental protection*, *improved self-concept* through skills acquisition, and a *quality educational experience* accomplished in an atmosphere of *mutual respect*. These may be used as core themes into which other content may fit.

2 Use of central themes is effective in tying content elements together.

3 Promote physical activity; motor learning is an important component of outdoor education.

4 Use *primacy of content*, presenting most important concepts first. In topographic map reading, students learn the meaning of black and brown, before learning what red and magenta represent. Exceptions are appropriate, however, when inductive learning is the goal: students assimilate details, then use them to draw generalizations.

5 Progression of concepts is important, as logical sequences allow movement to higher levels of understanding. Keep progressions clear, logical, and consistent. Similarly, basic activity skills precede more advanced levels of physical performance.

6 Break complex topics, such as ecology or first aid, into manageable sections.

7, 8 A planned, complete curriculum is important for learning in an organized fashion, and to assure that essential elements aren't missed. This doesn't preclude flexible agendas that respond to situational opportunities or constraints.

9 Effective timing of content is important: safety skills and *Leave No Trace* (LNT) are presented early; cultural history comes later.

10, 11 Acquiring safety skills is critical, but comfort skills are also important.

12 As the most important part of teaching safety, teach *prevention*.

13 Most classes are suitable for instruction in LNT. This is one of the content areas through which decision-making skills may be developed.

Deeper Agenda (Content)

14 Encourage students to improve their judgment and decision-making skills.

15 Foster initiative and build independent thinking skills.

16 Teach for development of leadership strengths that students may use on their own outings.

17 Promote mindful awareness of surroundings and processes.

18 Avoid "rule mentality" through discussion of *why*. Students may be better motivated through understanding consequences of bad choices, for themselves and for the group.

19 Use honesty and self-investment to establish an atmosphere of trust. Share personal anecdotes and relevant stories.

20 Include opportunities for service learning (volunteer work), such as conducting a project that supports resource managers' goals. Students usually enjoy seeing tangible evidence of their learning efforts. Agencies remember the value of hosting the class, and the resource is improved.

21, 22 Assure relevance of the subject to students' lives, and illustrate such relevance. Teach transferability of those new skills that may be useful beyond the course.

Instructor Attitude (Content)

23 Avoid dogmatism.

24 Conduct research, or read other's research, to keep content current and fresh.

25, 26 Share personal opinions, but identify them as such, encourage expression of opposing points of view.

27 Share teaching ideas and materials with colleagues. Likewise, draw useful resources from them.

Technique, or Teaching Method

Varied presentation techniques are the means through which course content reaches students in meaningful ways.

1 Make use of appropriate humor as a learning tool. "Insert some fun into each day's student fare, and laugh every day with your students."[1] Discourage inappropriate or potentially destructive humor.

2 Content may be more easily absorbed if presented in a brief format. This is especially true with beginners. Conversely, some students do well in long, detailed, or far-ranging classes.

3 Paul Petzoldt's "grasshopper method" of teaching allows hopping from one subject to another as circumstances suggest.[2] Avoid confusion by placing the subject in context with central themes.

4 Allow students the opportunity to share in teaching, as well as in leading. By teaching peers, students are more likely to learn fully the material they present.

5 Challenge students occasionally by placing them just outside their comfort zone, when this may be done safely.

6 Active involvement, motion, *doing* are extremely effective in supporting other forms of instruction.

7 Discuss, then demonstrate, then allow students to do.

8 Include available forms of media, such as writing boards, diagrams, and models. In classrooms, use video, computer projection systems, slides, and music. In the field, use natural props, such as floating a pine cone down a rivulet to illustrate hydraulic effects on a vessel.

9 Employ varied presentation techniques to reach different types of learners. Use seminars, clinics, lectures, and small group activities.

10 Use skits, games, role-playing, and simulations.

11 Require readings, research, assignments, or other projects that require student effort and involvement. These may be effective before, during, and after a session in the field.

12 Create interest and depth of coverage by inviting guest speakers. Bring them from outside, or from within the class.

13 A low-pressure method for encouraging expression is the "human Likert scale." Students array themselves along a physical line on the ground that represents a continuum of belief on some issue, from *agree* to *strongly disagree*.

14 Plan for diversity of experiences by addressing different format areas: participants and spectators; self-directed; non-competitive and competitive; self-improvement; social.[3] Competition is sometimes useful, but occasionally destructive; determine when, and for whom, it is appropriate.

15 Take advantage of teachable moments, as events unfold. A trailhead marker presents the opportunity to discuss resource management issues represented by the boundary; the unexpected sighting of a large animal makes more meaningful a discussion of its behavior.

Thinking Skills (Technique)

16 Preview new concepts to students, then present, then review.

17 Lead students from simple to complex concepts; occasionally, reverse this approach. Use techniques of inductive as well as deductive reasoning. Use Socratic questioning techniques. Inquiry-based education may be key to reaching students on deeper levels: students explain what they observe and investigate *relationships*.

18 Let students act on what they think. Guide them by capitalizing on what they already know.

19 Promote circular forms of thinking to promote deeper learning and transferability of skills. This involves keeping the "Big Picture" in focus, considering holistic relationships, and placing what is learned in context with general principles.[4]

20 Present *scenarios* in which students use higher levels of thinking to resolve situational dilemmas.

21 Schedule time for some form of writing. This activity may be one of the best vehicles for reaching deeper levels of analysis. Journal keeping, especially if guided, additionally yields a record of the class that may be useful to the student on subsequent journeys.

Deeper Agenda (Technique)

22 Address all human domains: cognitive / psychomotor / affective / spiritual. Some of these are easily programmed; others require subtle approaches.

23 Emotional experiences, not always programmable but inevitable on outings, may greatly augment learning.

24 All learners may perform best and learn most when actively engaged in the learning process and feeling good about themselves and each other.

25 Inspire, using various techniques to reach all students: stories, tales of personal experience, songs, poems, meditation, and scenic views.

26 Let students fail and learn through experience in the *School of Hard Knocks*. The *School of Soft Strokes* allows lots of instructor guidance, encouragement, and "hand patting." Both have their place.

27 Encourage each student to express himself. Allow time for this to occur. Create learning environments in which such expression may thrive.

28 Allow students (and instructors!) time to process what they've learned and to rest. Give them time to absorb surroundings and be alone. Schedule long breaks from instruction, from activities, and from each other.

Instructor Attitude (Technique)

29 Think in terms of learning techniques, rather than teaching techniques.

30 Use an eclectic, flexible approach to teaching. Avoid the trap of marrying oneself exclusively to a favorite method that may not reach students with different learning styles or divergent interests.

31 Take the time to *demonstrate* concern for students. Learn names early in the course; talk to each student, every day[5]; provide extra support to those who struggle.

Group Management

Situation-specific group management facilitates an optimum behavioral and physical environment in which basic student needs are met, to encourage progression to higher levels of learning and performance.

Early in the Course

1 Start sessions with icebreakers or personal introductions. Develop fresh ways to accomplish these.

2 State instructors' expectations clearly to set the tone; good initial coverage of detail reduces instructor "police work" in the field. Students want to know expectations regarding behavior, LNT, and other matters. Let them know there will be specific hazards, more challenge, and hopefully more learning potential, than in typical classrooms.

3 Invite expression of student expectations, to learn what they seek. Explain which may and may not be met.

For Student Safety

4 The setting must be *safe*: be aware of potential for lightning, rockfall, deadfall trees, flash flood, avalanche, hypothermia, animal or insect hazards, etc. Position classes accordingly.

5 Selection and screening of participants may be important in extended backcountry courses. This is difficult in open sign-up situations; reduced screening generally requires a less remote field setting.

For Student Comfort ***(Good Luck in Accomplishing These with Consistency!)***

6 Place students for maximum attention; change placement as needed.

7 To the extent possible, control the environment for comfort. Place students with backs to the sun; select times of optimal temperature and breeze level; match sun exposure to ambient temperature.

8 Remind students to bring to field lectures, demonstrations, or other activities, those items needed for comfort: warm clothing, sitting pad, and gear for protection from sun, rain, wind, and insects.

9 Schedule classes for times when students aren't hungry, sleepy or tired.

For Student Attention

10 Vary speaking volume and pitch, body position and proximity. Distribute eye contact among all students to cultivate attention; eye contact also reveals student needs. Avoid "flat affect" in facial presentation.

11 Avoid monotonic speaking styles and use breaks and pauses when speaking to a class.

12 Develop a voice that carries well.

13 Vary duration of presentation, pace, and content order to feed the need for stimulation.

14 Use "hooks" to capture attention, such as prefacing a safety talk with a true story of a trip gone awry.

15 Judicious use of shock and surprise may capture and hold attention.

16 Request students to "Drop the rope." This metaphor, useful in many gear-use situations, comes from knot exercises in which students focus on physical objects in their hands and become too distracted to observe demonstration of a technique.

17 Use team teaching to keep groups small, especially when covering complex subjects such as maps and route-finding.

Late in the Course

18 Use post-experience processing to deal with "leftover" issues and review critical content.

19 Conduct tests and final evaluations. Feedback is more meaningful if conducted both ways, between instructor and student.

20 Provide certificates of completion or other tangible rewards, if possible and appropriate.

21 Encourage students to continue the activity on their own and provide information on how to do this.

Deeper Agenda (Group Management)

22 Create an environment of active student involvement. Most students desire knowledge of and participation in decisions regarding schedules, instruction, leadership, and safety management. The latter should be everyone's responsibility.

23 Create opportunities for success; promote "I can succeed" attitudes. Build a sense of self-worth in students.

24 Strive for inclusiveness. Outdoor education provides a unique opportunity for people from disparate backgrounds to interact in a climate of equality, where each person's strengths may emerge.

25 Build an atmosphere of respect among all people involved with the class, and for others who may be encountered in the field. Encourage tolerance for expression of differing opinions.

Instructor Attitude (Group Management)

26 Consistently model behaviors desired in students, as instructors are always teaching through personal example. This is true of *hard skills*: students are likely to practice correct hygiene after noticing an instructor consistently wash hands before entering the kitchen. It is also true of *soft skills*: cooperative support between instructors may result in similar behavior among students.

27 Be patient when experiencing interruptions such as a bird flying over, begging identification. However, quickly bring the group back to the topic at hand. Review information frequently, as interruptions are common in the backcountry. This is especially important when presenting critical or complex material.

28 Acknowledge student fears. Remind yourself of your own fears at those times when student concerns seem trivial.

This paper began with techniques used by half the students and teachers on an instructor course. Here's some of what the other half did: Polk led a spirited animal tracking exercise; Matt, a river bag packing race; John produced "guest speakers" to add expertise in a desert ecology discussion; an introduction to canoeing demonstration was accomplished on dry land by Ashley; Joe introduced a mnemonic device that allows immediate retention of important concepts; Read taught a course-within-a-course for American Canoe Association instructor certification; Atila wove an animated hour-long tale linking Cortez, mountain men, pioneers, dam builders, and environmentalists, to illustrate a history still affecting river running issues; Mark interrupted boat unloading to extol the merits of Mullen plants found growing on the beach; Wendy increased group awareness of gender-related leadership issues when the need arose; Travis offered odd tidbits about the Juniper tree.

Most instructors know the importance of avoiding lax hazard management, but some are unaware of creeping complacency in teaching. "Our *attitudes* toward commitment and preparation are evident to students from the first contact onward."[6] There is no perfect class or teacher or student. *With effort, though, some may come close!* Consider five other "instructor attitude" tips: Be yourself. Be aware of your biases. Accept change, avoid ruts, remain open to constructive criticism. Take classes, to experience "studenting" and build your knowledge base. Take care of yourself, as fatigue or stress will affect teaching, or even cause injury.

Successful instructors ask themselves: is the class content stale? Are teaching methods interesting? Is the group being managed so all students are reached? Effective instructors have good judgment, flexibility, and enthusiasm for the backcountry experience. They possess skills in teaching, leadership, and communication. Most importantly, they are sincerely interested in their students and the quality of educational experience they receive.

End Notes

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Biographical Sketch

Since 1974, John Cederquist has taught children five– through eighteen–years–old, and has taught in the field with adults aged nineteen through seventy–four. He coordinates an 83–course Natural Resources Learning Program for the Department of Parks, Recreation and Tourism at the University of Utah. His outdoor education philosophy is to increase appreciation for wild places while focusing on student safety, improved self–concept, and acquisition of skills, and to accomplish these goals in an environment of mutual respect. He also thinks it is important to have fun, and lots of it!

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For their knowledge, skills, and support, thanks to instructors and fellow students of NOLS RIC 4/98 and OEW 9/96, and to students and fellow instructors in the NRL Program.

CREATING INTERDISCIPLINARY EXPEDITIONS: A COLLABORATIVE EFFORT

Jim Wall
Jason Rich

Program Description

This workshop will examine models used at Georgia College and State University in conducting two interdisciplinary expeditions. One model, the Oconee River Project, involved students receiving academic credit within their major disciplines. Faculty members supervised students from Biology, Chemistry, Outdoor Education, and Television Broadcasting in planning, paddling, collecting and analyzing water samples along the entire 260 mile Oconee River. The other expedition involved a wilderness freshmen orientation program, QUEST. Five faculty members from various departments, along with graduate interns from Outdoor Education, led students on a six day adventure to a Federally designated Wilderness Island. The focus of QUEST was student development and included such activities as ropes course, island exploration, and sea kayaking. Participants in this ICORE workshop will benefit from our learnings as well as have an opportunity to view three actual films produced as a result of the two expeditions.

Biographical Sketches

Jim Wall is an Assistant Professor in Outdoor Education, at Georgia College & State University. His expertise reflects over 26 years of experience, with an emphasis on Ropes Courses and outdoor adventure education. He was actively involved in the initial work of the Southeast AEE task force in developing peer review standards for outdoor programs. Jim was the driving force behind creating the only Health, Physical Education and Recreation Masters of Education, Outdoor Education Administration degree program in the Southeast. He created Wall's Outdoor Associates, Inc. 15 years ago and is actively building ropes courses, conducting facilitator training, and designing team building programs for the corporate sector.

Jason Rich is in his second year at Georgia College & State University in the Masters program of Outdoor Education. He was a primary leader in 1999 QUEST program and one of the trip leaders on the Oconee River Project at GC&SU. Jason is an accomplished ropes course facilitator and trainer. He also has skills in sea kayaking, rock climbing and caving. Jason is also an avid Civil War reinactor.

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PRICING ADVENTURE PRODUCTS

Ross Cloutier

Introduction

There are numerous ways for an adventure organization to price its products. Price is influenced by such things as product level, competition, company philosophy, market share desired, market expectations and a client's willingness to pay.

In business, the best price for a product is the price that maximizes the difference between total revenue and total costs. However, not-for-profit organizations may have philosophical reasons for desiring to keep their prices lower than their potential.

In pricing, the premise is that the price charged must be sufficient to cover all the costs of trip packaging, administration, marketing and trip operations, plus provide a reasonable profit for the owners. Once again, not-for-profit organizations may have reason to forgo the profit mark-up.

The price charged must cover all variable (operating) costs while also making a contribution to the fixed (overhead) costs. Variable costs are those which are incurred when operating a specific trip. This may include food, supplies, transportation, accommodation, and guide wages. Fixed costs are those that the business will incur over the year just to be open for business. This may include such things as office expenses, marketing, owner wages, and finance charges.

The most common approach to the pricing of products is to use some form of "cost plus" pricing. This is done by calculating the "cost base" and then adding some predetermined mark-up to get the total selling price. What follows is one method of arriving at this price.

Pricing the Package

Pricing the package entails working through seven steps. These are:

1. Calculate the per person cost of operating the package (package variable costs).
2. Calculate the per person costs which will occur regardless of the number of persons in the package (package fixed costs).
3. Calculate the share of total business overhead costs (business fixed costs) you want the package to contribute to the business (contribution margin).
4. Calculate the total package cost per person by adding steps 1, 2 and 3.
5. Add any necessary travel agent and wholesaler commissions.
6. Add an appropriate profit amount.
7. Adjust the price for a full range of customer types.

Working Through the Seven Steps.

1. *Calculate the per person cost of operating the package (package variable costs).*
   These are the costs you will incur for each person that is in the package. They may include meals, rentals, entry fees, accommodation, baggage handling, ground transport if charged per person, gratuities, etc.

2. *Calculate the per person costs which will occur regardless of the number of persons in the package (package fixed costs).*
These are the costs you will incur to operate the package that do not vary depending on how many people are in each package. They may include ground transport if charged per package (like a weekly van rental), driver, guide, interpreter, marketing (if it is done specifically for this one package), etc.

You may need to calculate the total fixed costs of the package and divide by the number of participants to arrive at the per person cost. For example, if you determine that you will incur $2,000 of fixed costs per package and each package will hold 20 customers your package fixed costs per person are $2,000 ÷ 20 customers = $100.

3. *Calculate the share of total annual business overhead costs (business fixed costs) you want the package to contribute to the business.*
This is the per person contribution you want the package to make to the annual business overhead costs the firm will incur to be in business for the year – even if no customers come. These may include package development, marketing, management wages, administration, office costs, telephone, staff training, rent, insurance, etc.

You may need to calculate the total annual business fixed costs of the business and divide by both the number of packages per year and the number of customers in the package. For example, if you determine that the business will incur $30,000 of fixed business costs over the year and you plan to operate 15 packages in the year with 20 customers in each package your per person business fixed costs are $30,000 ÷ 15 packages = $2,000 per package ÷ 20 customers = $100.

4. *Calculate the total package cost per person by adding steps 1, 2 and 3.*
Add the per person operating cost (step 1) + per person package fixed costs (step 2) + per person contribution to overhead (step 3) to get the total cost of operating the package for each person.

At this point, you have likely calculated your costs as if you were going to be operating full packages. This is a best case scenario and you now need to build in some sort of realistic increase into your price to account for the fact you may not sell all of your package seats during the first few years of operation. In order to do this you need to estimate as closely as possible your occupancy rate for the package in the coming year. This means that if you realistically expect to sell 60% of the available seats in the package you need to divide your total package cost per person by 60%.

For example, if you arrived at a per person package cost of $45 you would divide this by 60% to arrive at a more realistic package price of $75 per person. If you arrived at a per person package cost of $300 and you expect to sell 70% of your available seats in the package you would divide $300 by 70% to arrive at a package price of $429 per person.

Doing this type of calculation reduces your risk of financial loss if you sell less than you expect and results in significantly increased profits if you sell more seats.

5. *Add travel agent and wholesaler commissions.*
Commission amounts will vary depending upon how you are intending to sell the package. If you are going to sell through travel agents they will generally want a commission of at least 10%. If you are going to sell through tour operators or travel wholesalers they will want a commission of 20-30%.

If you are planning on selling directly to your customers you may not need to add a commission. However, if you will have mixed sales (direct and indirect) you will need to add a commission, and where you sell direct, you would keep the commission amount for yourself. If you know what proportion of sales will be direct and what proportion will be indirect, you may be able to calculate a weighted average commission. For example, if you expect 50% of your sales from each method and you need to offer 30% commission to the indirect marketer, you could get away with adding only a 15% commission to the package.

6. *Add an appropriate profit amount.*
Profit margins are added to the package price to provide a return to the business owner over-and-above any money made from wages earned and to provide a reasonable return on their money invested in the business. Profit margins may range anywhere from 2%-50%, but more realistically may fall in the 5%-10% range. The amount added will ultimately depend on the customer's willingness to pay, your original goals and objectives and your desire to attract the customer.

For example, it is possible that your high-season profit margin would be higher than that for an off-season package because the off-season package allows you to continue employing your staff, it may assist off-season cash-flow shortages, or the package is in its introductory stages, etc.

7. *Adjust the price for a full spectrum of customer types.*
You may decide to adjust the package price up or down according to a variety of factors. These factors may include discounts for groups, rates for single occupancy, rates for children, low-season and high-season rates, and willingness to pay more or less by some groups.

Case Study

Example package pricing using the pricing worksheet.

Package Description

The following pricing example is for a backcountry ski touring package in the Kootenay region of south-east British Columbia. A ski guide who attempts to guide all groups and hires an assistant guide as required recently constructed the lodge.

The package includes ground transportation from the city of Nelson, helicopter transport to a backcountry lodge, all meals, accommodation, guiding, interpreting and equipment rental. The guests arrive in the afternoon of the first day and are transported to a hotel for the night. On the morning of the second day they helicopter to the lodge where they receive ski guiding and instruction until the fifth day. On the sixth day, after a half-day of skiing, the guests are flown out where they stay overnight in a hotel and receive a departure party. On the last day of the package, the guests are transported to the airport to catch their flights home.

The business has been open for a number of years and their occupancy rate is high (over 80 percent). All figures are rounded off to the nearest dollar.

Example Pricing Worksheet

Step 1 – Calculating the total package variable cost

Package Variable Costs (per person)	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Total cost per person
1. Meals	18 dinner	25	25	25	25	35	6	$159
2. Accommodation	35 hotel	30 lodge	30 lodge	30 lodge	30 lodge	35 hotel		190
3. Transportation	10 van	80 flight				80 flight	10 van	180
4. Ski-equipment rental		20	20	20	20	20		100
5. Safety-equipment rental		6	6	6	6	6		30
6. Wind-up party						15		15
7. Other								
8. Other								
9. Other								
Total package variable cost								A $674

Step 2 – Calculate the package fixed costs.

Package fixed costs (per package)	Cost per package	Divide by the number of seats in this package	Total cost per person
1. Guide wages (one Assistant Guide)	750	12	63
2. Cook wages	625	12	52
3. Helicopter flights for two guides and a cook	480	12	40
4. Other			
5. Other			
6. Other			
Total package fixed cost	$1,855	12	B $155

Example Pricing Worksheet

Step 3 – Calculating the share of the total business fixed cost (overhead) you want the package to contribute

Business Fixed Costs (total annual costs)	Annual cost	Multiply by the percentage you want this package to contribute (40 weeks = 2.5%)	Divide by the number of seats in this package	Total cost per person
1. Marketing	15,000	375	12	31
2. Owner, management and guiding wages	35,000	875	12	73
3. Package development	1,800	45	12	4
4. Administration and support staff	8,000	200	12	17
5. Office costs	6,500	163	12	14
6. Telephone	2,400	60	12	5
7. Insurance	3,600	90	12	7
8. Lodge payments	11,000	275	12	23
9. Other				
10. Other				
Total business fixed cost	$83,300	$2,083	12	C $175

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Example Pricing Worksheet

Step 4 – Calculating the total package cost per person

	Total package cost per person	Divide by a realistic sales occupancy rate (80%)
Carry forward the package variable cost per person from box 'A'.	674	842
Carry forward the package fixed cost per person from box 'B'	155	194
Carry forward the business fixed cost per person from box 'C'.	175	219
Total package cost per person	$1,004	D $1,255

Step 5 – Adding the appropriate amount of profit

Carry forward the total per person package cost from box 'D'		1,255
Multiply by the profit percentage you want to add to the package		63 (5%)
Total per person package cost, including profit	E	$1,318

Step 6 – Adding travel agent and wholesaler commissions

Carry forward the total package cost per person, including profit, from box 'E'.		1,318
Multiply by the commission percentage you want to add to the package.		132 (10%)
Total package cost per person, including commission and profit.	F	$1,450

Step 7 – Adjusting the price for a full spectrum of customer types

Total package cost per person, including commission and profit (box 'F')	Add price increase for single occupancy	Add price increase for high-season booking	Subtract discount percentage for high- season group bookings	Subtract discount percentage for children under 12 years of age	Subtract discount percentage for low-season group booking
1,450	145 (10%)	0	145 (10%)	218 (15%)	290 (20%)
Adjusted Prices	$1,595	$1,450	$1,305	$1,233	$1,160

Biographical Sketch

Ross Cloutier has been actively involved in the adventure industry since 1974. Ross has organized expeditions and guided journeys to 25 countries around the world and was the climbing leader for the 1991 Canadian Everest Expedition. He has owned two successful mountain–guiding businesses and was the British Columbia Sear and Rescue Training Coordinator from 1989 to 1992. His academic background includes studies in Recreation Administration and Outdoor Pursuits, as well as an MBA in International Business. He is currently the Chair of the Adventure Programs Department at the University College of the Cariboo in British Columbia.

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APPALACHIAN STATE UNIVERSITY'S WYOMING MOUNTAINEERING INSTITUTE

Joe Quinn
Rich Campbell

Program Description

The highlight of ASU Outdoor Programs' programming efforts each year is its Wyoming Mountaineering Institute held during first summer session (June). This month-long course involves the instruction and practice of climbing on rock and snow, a service learning project, and opportunities for study and research in a variety of topic areas ranging from the history of climbing in North America to land use issues to field studies in geomorphology and hydrology. The course sites are Split Rock in Wyoming's Granite Mountains and Grand Teton National Park.

What we would like to do is to share the concept of our Wyoming course in terms of design and implementation for those programs interested in similar extended offerings. Specifically, we propose to explore the idea of enlarging the mountaineering component of this course in the Tetons to crate a University Mountaineering Camp each summer during which various groups could meet to teach, learn and climb in a community environment. Interested conference participants could join us during the workshop to discuss this idea and possibly brainstorm a way to make it happen in the summer of 2000. Most significantly, we could visit the Grand Teton Climbers Rance (the base of operations for this venture) and weather permitting, hike up to some of the field sites in the Tetons to see first–hand where the course mountaineering instruction and activities take place.

Biographical Sketches

Joe Quinn, Coordinator for Land–Based Activities, University Recreation–Outdoor Programs, Appalachian State University. He is a Graduate Student and Field Studies Instructor in the Geography Department. ASU Outdoor Programs Director and Coordinator since 1990. North Carolina Outward Bound School Instructor and Course Director 1979 – 1990. Twenty–five (25) years mountaineering experience: Cascade Range, Mexico, Peruvian Andes; 10 seasons climbing in Tetons, Wyoming; leading international study group for glacial research on Illampu, Bolivia Summer 1999. Enjoys rock climbing, cross–country skiing, trail running, and being a husband and father.

Rich Campbell, Coordinator for Challenge Courses and Outing Center, University Recreation– Outdoor Programs, Appalachian State University. Adjunct Faculty, Department of Health, Leisure and Exercise Science. Former student trip leader and graduate assistant for ASU Outdoor Programs, NOLS Mountaineering Instructors Course graduate, Outdoor Programs Coordinator since 1996. Extensive climbing and mountaineering experience in North Carolina, Wyoming, Pacific Northwest, many years experience as trip leader for extended wilderness experiences for Eagles Nest Camp. Married, enjoys rock climbing, skiing, mountain biking and is a marathon runner.

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ROPES AND CHALLENGE COURSES: IF YOU BUILD IT THEY WILL COME

Nicole Olmeda
Tina Carter

Program Description

Many college and university administrators are discovering the positive effects and benefits of having a ropes course and / or experiential education program on their campus. Campuses are choosing to construct ropes and challenge courses in order to offer more leadership development opportunities to students as well as to build community among campus and community populations. This presentation will focus on the process of developing a ropes and challenge course from the initial idea stage through construction completion. Emphasis will be on funding sources, creating a project timeline, developing a course mission, selecting a company, the construction phase, staff training, and marketing and promotion.

Biographical Sketches

Nicole Olmeda completed her B.S. in Exercise and Sports Science at Southwest Texas State University, followed by her M.Ed. In Education with an emphasis in Health and Human Performance from Oregon State University. Nicole is currently the Director of the Outdoor Adventures Program at the University of Texas at Austin.

Tina Carter completed her B.S. in Exercise Physiology and her M.Ed. Focusing in Exercise Physiology and Educational Psychology all from the University of Nebraska-Lincoln. Tina is currently the Director of the Outdoor Recreation Program at Southwest Texas State University.

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"DEHYDRATION, HEAT STROKE, OR HYPONATREMIA? THE RECOGNITION, TREATMENT, AND PREVENTION OF HYPONATREMIA CAUSED BY HIGH EXERCISE OUTDOOR ACTIVITIES"

Brent Cochran

Abstract

Hyponatremia (severe sodium depletion) is a wilderness medicine issue in the management of heat emergencies such as heat exhaustion/dehydration and heat stroke and can easily be misdiagnosed. Inaccurate assessment of hyponatremia can result in the patient receiving incorrect care, which could exacerbate the illness, which can be fatal. The proper assessment, treatment, and prevention of hyponatremia can help outdoor leaders to implement safe, high quality trips, and avoid medical emergencies resulting from a lack of knowledge, experience, and trip leadership in high exercise outdoor activities.

Outline:

- Introduction
  - Objectives
  - Relevance to Wilderness Medicine
- Review of the Human Animal
  - Terminology
  - Evolution
  - Environmental Challenge
  - Heat Production and Conservation vs. Heat Loss and Elimination
  - Nutrition Requirements & Hydration Requirements
- Common Heat Emergencies...Heat Exhaustion/Dehydration, Syncope, Cramps
  - Pathophysiology, Assessment, Treatment, Prevention
- Heat Stroke (Classic & Exertional)
  - Pathophysiology, Assessment, Treatment, Prevention
- Hyponatremia
  - Basic Anatomy & Physiology...Volume, Fluid Shifts, and Electrolytes
  - Pathophysiology, Assessment, Treatment, Prevention
- Comparison of Assessment of Heat Exhaustion, Heat Stroke, and Hyponatremia
- Case Study...Incidence of Hyponatremia in Grand Canyon National Park
- Summary

Hyponatremia is becoming recognized as an issue in the management of heat emergencies in wilderness medicine. Presently, the subject of hyponatremia is not covered in most Wilderness First Responder curricula. Hyponatremia is made up of complex pathophysiology and is not well understood in sports medicine or wilderness medicine.

Much of the research done on the subject of hyponatremia has been done in the field of sports medicine. One notable study in wilderness medicine was done in the Grand Canyon National Park in 1993.

Hyponatremia has traditionally been observed as an issue secondary to other medical problems in patients. In more recent times, given the advent of more human endurance activities such as marathoning and ultra-marathoning, eco-challenges, and extreme mountaineering, hyponatremia has become a much more apparent problem in heat related emergencies. Thus, the issue of "Exercise-Induced Hyponatremia" has become more prevalent both in incidence and in research.

The terminology used in this article is standard medical terminology and should be familiar to Wilderness First Responders and EMTs. Potentially unfamiliar terminology is accompanied by brief definitions.

Humans evolved as a species in a warm, tropical environment. Therefore, we are generally better adapted to hot environments than cold environments. Some ethnic groups have further evolved to deal with specific climates over throughout the evolution process. Thin people, as opposed to heavy people, are better adapted to warm environments as they are better able to cool themselves due to the greater body surface area in relation to mass.

Humans are able to acclimatize to heat challenges over a period of 7-10 days and are particularly susceptible to heat injury if they are not acclimatized, are overweight, are in poor physical condition, have underlying medical conditions, take certain drugs, if they dress inappropriately, and if they overwork themselves in a hot environment.

Humans are faced with environmental challenges, especially in the outdoor adventure setting. The ambient temperature, wind, and atmospheric moisture (rain, snow, & humidity) play a major role the way humans deal with a hot environment.

Humans produce heat in a variety of ways. Some efforts are voluntary such as exercising. Other heat production processes are involuntary including shivering (thermogenesis) and hormonal releases of epinephrine and norepinephrine. Heat production processes are used to increase the body's basal metabolism (metabolism is the totality of the body systems working together to sustain life).

Heat conservation is accomplished in several ways including the abolition of sweating, vasoconstriction, and piloerection (goose bumps/hair standing on end).

Heat loss factors are induced by environmental challenges and consist of conduction, convection, radiation, evaporation, and to some extent, respiration. Heat moves to colder environments. An example of conduction occurs when persons are immersed in water, wear wet clothes, or are sitting on the cold ground. An example of convective heat loss is the effect of wind chill. Radiation occurs when heat moves away from the body into the surrounding air. More heat is radiated from the head than any other body area. Evaporation occurs when water on the skin converts from liquid to gas. Evaporation occurs upon sweating, depending on humidity levels, and upon getting wet from swimming and precipitation. Some heat is lost, particularly in cold and dry environments, during respirations.

The body's heat elimination processes include vasodilation, increased cardiac output and respiratory rate, decreased heat production, and sweating.

The nutrition and hydration needs of the body must be met in order to maintain homeostasis (normal body function). Food and water fuel the basil metabolism. The appropriate caloric intake must be matched to the individual's metabolic rate and activity level. The average person needs to intake 2000-2500 calories per day as follows: 10% protein, 30% fats, and 60% carbohydrates. A person may need to double or triple their caloric intake based on the environmental conditions and activity levels.

Hydration requirements also depend on activity levels and environmental conditions. The average person needs 2-2.5 liters of water per day. Activity levels and conditions may indicate a need to double or triple hydration.

Heat Exhaustion is essentially severe dehydration. It may include a depletion of fluids and electrolytes. Signs and symptoms of heat exhaustion include fatigue, dizziness, orthostatic hypotension (lower blood pressure/feeling faint, upon standing), chills, nausea/vomiting, malaise, and a general feeling of illness. There will be no significant increase in core body temperature. In most cases, heat exhaustion patients do not show significant alterations in LOC (Level Of Consciousness).

The treatment for heat exhaustion is rest and fluids. In most cases, oral fluids are sufficient. One teaspoon of salt and 1 tablespoon of sugar can be added to water to address electrolyte and glucose needs. In severe cases, intravenous fluids are required. If untreated, severe heat exhaustion can lead to hypovolemic shock. Heat exhaustion is easily corrected in most cases.

Heat Syncope is similar to heat exhaustion and is treated the same way. Syncope is a condition of fainting upon standing from a lying down/sitting position due a decrease in blood pressure (orthostatic hypotension).

Heat Cramps are also similar to heat exhaustion and are a result of a depletion of electrolytes. Cramps are treated in the same way as heat exhaustion.

Adjusting activity levels to the environmental conditions as well as the individual's physical condition, wearing appropriate clothing, managing nutrition and hydration needs, and resting often can prevent heat exhaustion problems.

Heat Stroke is a very serious, life-threatening thermoregulatory problem. Heat stroke, or hyperthermia, is an extreme elevation of the body's core temperature. Heat stroke usually results in brain damage and can be fatal. There are two forms of heat stroke, classic and exertional.

Classic heat stroke results from a continuous heat insult in which the body is no longer able to compensate through sweating and is a result of severe dehydration. Classic heat stroke is often seen in the elderly, homeless, mentally ill, and medical patients. In outdoor recreation, the individual who becomes dehydrated is at risk.

Exertional heat stroke is a result of the body producing more heat than it can eliminate. It is not a result of dehydration. This type of heat stroke is more common in high exercise activities.

Heat stroke patients will have red, hot skin, which may be wet (exertional) or dry (classic). LOC will be decreasing ultimately to seizures, coma, and death. The core body temperature is 105 degrees Fahrenheit or higher.

The treatment of either form of heat stroke is to cool the patient rapidly. Patients should be cooled with water, fanning, limb massaging, shade, etc. Heat stroke patients must be evacuated to definitive medical care as soon as possible; however, care should not be delayed in order to evacuate. Heat stroke can permanently alter the body's thermoregulatory function.

Hyponatremia is a problem in which the balance of water and sodium in the body is upset. It is caused by a significant depletion of the sodium in relation to water. In the human body, water follows sodium, and as sodium decreases, water moves osmotically (a form of diffusion...a fluid shift) from the cardiovascular system into the intracellular space (cells) in the brain. This can result in cerebral edema (swelling of the brain). Cerebral edema may result in seizures, coma, and death.

The human body is made up of approximately 60% water. Intracellular fluid (fluid within the cells) makes up about 75% of the water in the body while extracellular fluid (fluid outside the cells) makes up about 25% of the body's water. Extracellular fluid is made up of interstitial fluid (fluid between the cells...about 17.5%) and intravascular fluid (fluid within the circulatory system...about 7.5%)

Homeostasis exists when there is a balance between water and electrolytes. The four major elements that account for over 99% of the body's atoms are Hydrogen, Oxygen, Carbon, and Nitrogen. The trace elements, which make up less than 1% of the body's atoms are Calcium, Chlorine, Iodine, Iron, Magnesium, Phosphorous, Potassium, Sodium, and Sulfur.

Electrolytes are atoms or molecules which dissociate (break down) into electrically charged particles when placed in water. Sodium, Potassium, Calcium, and Magnesium are cations (positively charged ions) and Chloride, Bicarbonate, and Phosphate are anions (negatively charged ions). These cations and anions are the most frequently occurring electrolytes in the body.

Hyponatremia is caused by a decrease in the level of sodium relative to water. An increase in the level of sodium relative to water is hypernatremia.

Sodium and water move throughout the body in relation to tonicity (the relationship of the solute...sodium to the solvent...water). Cell membranes are semi-permeable. Solutions of equal tonicity on either side of a cell membrane are called isotonic. Solutions that have a higher solute concentration on one side of a cell membrane are considered hypertonic. Solutions that have a lower solute concentration on one side of a cell membrane are called hypotonic.

"Water follows sodium," so in a cell that is hypotonic in regard to the sodium level (lower concentration of sodium in the intracellular space compared to the extracellular space), water will diffuse (move) across the cell membrane into the cell, causing swelling of the cell.

The body will attempt to restore homeostasis by balancing sodium and water through spontaneous diuresis (urination). Should the body be unable to restore a balance, ultimately, cerebral edema may occur.

Hyponatremia may result when the body is in a state of dehydration, homeostatic hydration, or overhydration.

Hyponatremia can occur as a chronic problem and is usually secondary to other medical illnesses or psychiatric problems. Acute hyponatremia cases are seen among athletes and outdoor adventures and result from significant sweating and may be accompanied by excessive water intake along with a lack of sodium intake.

Some signs and symptoms will mimic heat exhaustion as well as heat stroke, while other signs will differ from either heat exhaustion or heat stroke.

The patient assessment system consists of the Primary Survey (to determine immediate life-threatening problems) and the Secondary Survey (to determine other problems which may or may not become life-threatening...all problems). Components of the secondary survey consist of the assessment of the (MOI) Mechanism Of Injury and Chief Complaint, a hands-on Patient Exam, AMPLE (Allergies, Medications, Past Pertinent Medical History, Last Oral Intake of Food & Water, and Events Leading Up To The Injury/Illness) Patient History, and check of the patient's Vital Signs.

Signs and symptoms of Hyponatremia that mimic heat exhaustion normal or increased respirations, normal or increased heart rate, pale, cool skin, normal or decreased

blood pressure, normal or decreased body temperature, normal or decreased capillary refill, ataxia, dizziness, headache, parathesias, chills, and nausea/vomiting.

Signs and Symptoms of Hyponatremia that mimic heat stroke are decreased LOC, increased heart rate, increased respirations, warm skin, decreased blood pressure, decreased capillary refill, seizures/coma, ataxia, dizziness, headache, normal & clear urine (exertional heat stroke), nausea/vomiting, and moist mucous membranes (exertional heat stroke).

There are several signs and symptoms of hyponatremia that can be used to differentiate it from heat exhaustion and heat stroke. Hyponatremia patients will exhibit decreased thirst and increased urine output, frequency of urination, and clarity of urine, lack of poor skin turgor (tenting of the skin), and moist mucous membranes. Patients with hyponatremia may have a significant decrease in LOC, however; they will not have hot skin and they will not have a high core body temperature. (See table "Comparison of Signs & Symptoms Heat Exhaustion, Heat Stroke, & Hyponatremia.")

In order to accurately assess hyponatremia, the care provider must first determine the patient's LOC. The rescuer must determine whether or not the patient has an increased core body temperature. Is it a thermoregulatory problem or a fluid/electrolyte problem? The rescuer must determine the history of the patient's fluid and food intake as well as the patient's urine output. Using these assessment tools, the rescuer can usually determine the type of heat illness from which the patient is suffering. See "Algorithm for the Assessment of Heat Illnesses.")

Hyponatremia will often present some time (1-3 hours) after the strenuous activity has ceased, while heat exhaustion and heat stroke present during the activity.

The patient history, particularly of activity level and duration, food and water intake, medical history, and medications are extremely important.

The treatment of hyponatremia in the wilderness medicine setting is to rest the patient, maintain a stable core body temperature, withhold fluids, increase sodium intake (in conscious patients), and maintain ABCs.

Withholding fluids will allow the body to eliminate water through spontaneous diuresis, and therefore, decrease the potential of cerebral edema. When the patient is able to swallow, small amounts of fluid containing significant electrolyte levels (primarily sodium) should be administered. Salty snacks can be given. Salt tablets should not be ingested; however, they can be dissolved in water. The patient must be monitored for potential vomiting.

When available, oxygen should be used. In cases of significant decrease in LOC, high-flow oxygen should be administered.

Advanced Life Support measures, which are not usually available in the wilderness setting, may include endotracheal intubation, intravenous access with normal saline (or hypertonic saline) administered at a "Keep Vein Open" rate, and the administration of the drug Valium TM (Diazepam), a sedative, to control seizures. ALS providers should also use a cardiac monitor, when possible.

Patients suffering from mild hyponatremia may self-resolve the problem through spontaneous diuresis. Patients who suffer severe hyponatremia (decreased LOC, seizures, or coma) should be evacuated immediately to definitive medical care, even if the problem seems to resolve itself.

Hyponatremia can be prevented by adjusting activity levels to environmental conditions, terrain, physical fitness levels, and by maintaining proper food and water intake. In order to maintain sodium levels, intake of typical trail food such as gorp, cheese, granola, and other salty foods is usually sufficient. In addition to sodium, potassium intake is

important in the maintenance of neuromuscular function. Carbohydrates/Sugar are converted into glucose which is necessary in order to prevent (or delay) metabolic exhaustion/fatigue.

Overhydration is a possibility, and outdoor adventurers should maintain good nutrition as well as hydration in order to maintain homeostasis.

A heat study was done in the summer of 1993 by the Grand Canyon National Park Emergency Medical Services in order to determine the impact that hyponatremia has on park visitors suffering from heat related emergencies.

The investigation into hyponatremia at the Grand Canyon prompted two articles, one being published in the Volume 4, Number 4 , 1993 issue of the Journal of Wilderness Medicine by Howard Backer, Ellen Shopes, and Sherrie Collins. Another article, detailing the heat study, was published in the December 1997 issue of the Journal of Emergency Nursing by Ellen Shopes.

The heat study found that approximately 90% of reported heat related problems were a result of heat exhaustion/dehydration, approximately 10% of problems were hyponatremia, and that less than 1% of the problems were heat stroke.

The Grand Canyon has specific environmental conditions such as extremely hot summer temperatures of 100+ degrees Fahrenheit, steep trails that descend several thousand feet from the rim to the river, and extremely low humidity.

This national park is one of the most heavily visited in the US, and it has some of the most extreme heat. While these are characteristics somewhat unique to the Grand Canyon, there are many other similar environments that wilderness users encounter. Therefore, it is a significant issue for outdoor adventurers.

In recent years, this illness has been increasingly studied in sports medicine as more cases are being diagnosed, particularly in endurance sports. This results from more persons being involved in these activities, as well as the perhaps the overzealous intake of fluids without significant electrolytes.

Not all Wilderness First Responder and EMT instructional curricula currently include instruction regarding hyponatremia, and wilderness medicine resources rarely include information about the illness.

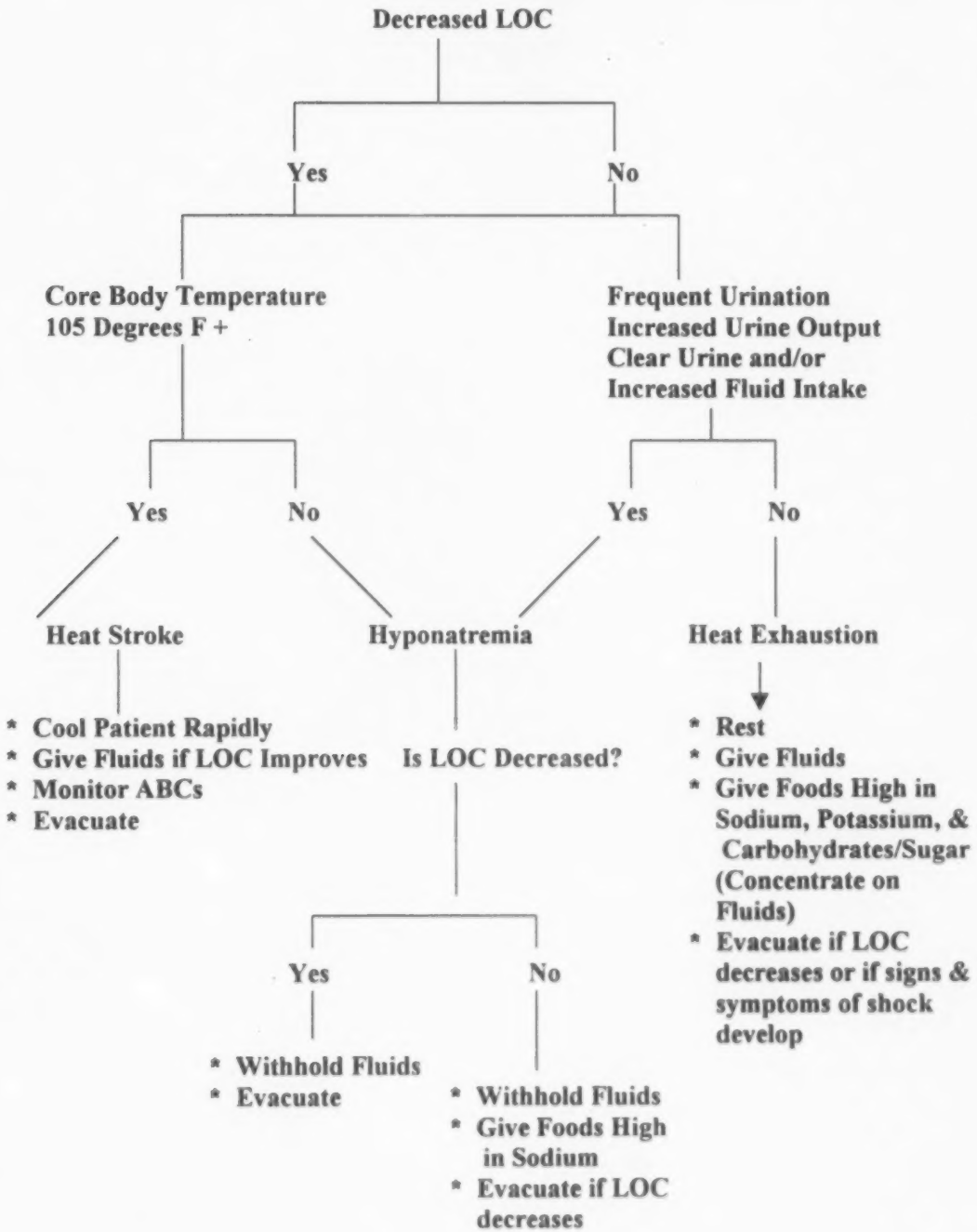
Given the high incidence of hyponatremia (one in ten cases of heat related illnesses) reported in the Grand Canyon study, it is important that wilderness medicine providers become more familiar with this illness.

The number of wilderness users as well as extreme adventure activities and endurance events has increased in recent years. It is likely that more cases of hyponatremia will be seen in the future. Proper assessment, treatment, and prevention are of paramount importance in the study, instruction, and practice of wilderness medicine.

Comparison of Signs & Symptoms
Heat Exhaustion, Heat Stroke, & Hyponatremia

Sign/Symptom:	Heat Exhaustion:	Hyponatremia:	Heat Stroke:
LOC	Normal or Decreased	Decreased	Decreased
RR	Increased	Increased or Normal	Increased
HR	Increased	Increased or Normal	Increased Early, Decreased Late
SCTM	Pale, Cool, Clammy	Pale, Cool, or Warm	Red, Hot, Dry (Classic),
BP	Normal or Decreased	Normal or Decreased	Decreased
Core Temperature	Normal or Decreased	Normal or Decreased or Increased	105 F+
Capillary Refill	Normal or Decreased	Normal or Decreased	Decreased
CNS Manifestations	Syncope	Seizures/Coma	Seizures/Coma
Ataxia	Yes	Yes	Yes
Dizziness	Yes	Yes	Yes
Headache	Yes	Yes	Sometimes
Paresthesias	Yes	Yes	Sometimes
Thirst	Yes	Not Often	Yes
Chills	Yes	Yes	No
Orthostatic Hypotension	Yes	No	Yes (Classic) No (Exertional)
Urine Output	Decreased	Increased or Normal	Decreased (Classic) Normal (Exertional)
Frequency Urination	Decreased	Increased or Normal	Decreased (Classic) Normal (Exertional)
Frequency Urination	Decreased	Increased	Decreased (Classic) Normal (Exertional)
Clarity of Urine	Dark	Clear	Dark (Classic) Clear (Exertional)
Poor Skin Turgor	Sometimes	No	Yes (Classic) No (Exertional)
Nausea/Vomiting	Yes	Yes	Yes
Mucous Membranes	Dry	Moist	Dry (Classic) Moist (Exertional)

"Algorithm for the Assessment of Heat Illnesses"



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Biographical Sketch

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OUTDOOR PROGRAMS ON-LINE: CREATING A LINK WITH PARTICIPANTS, STAFF AND COMMUNITY

Raymond Poff

Society is quickly changing. These changes have been triggered by a number of different factors ranging from values to finances to the pursuit of a 'better life.' Among these changes include one that is spreading quickly throughout the world with its influence being felt almost everywhere. This change is affecting several aspects of how people live their everyday lives. This change is the increased use of the Internet and the World Wide Web. It is changing the way that we learn, do research, shop for a new car, and decide where to go on vacation. This paper is not intended to be technical or research-based in nature, but rather to introduce the Internet and World Wide Web and their usefulness to the campus outdoor recreation program professional.

Today's student can conduct decision-making research on their computer at all hours of the day and night. They can retrieve or send information on virtually any subject in the world to virtually anywhere in the world. Students can register for classes on-line, book reservations for a spring break trip, and shop for the latest. They use the information highway to gather information and make decisions regarding their leisure time and resources. Could the Outdoor Program professional benefit from making use of this resource?

This paper focuses on Outdoor Programs using the Internet and the World Wide Web (WWW or Web) to better serve patrons, community, and staff. The author believes that: 1) these resources are becoming more readily available to patrons and that these patrons expect organizations to utilize the available technology and 2) that outdoor programs can benefit from doing so. The paper consists of three main topic areas related to outdoor program use of the Internet and WWW: 1) Introduction to the Internet and the World Wide Web, 2) Outdoor programs on the Web, and 3) Website components – uses.

Introduction to the Internet and the World Wide Web

According to Rick Curtis of Princeton University, "The Internet is an inter-connection of different computer networks that allows for easy transfer of information across the globe" (Curtis, 1995, p. 1). The Internet began as a project of the Department of Defense Advanced Research Projects Agency in the 1960s and was built up by other government sponsored networks over the years (Cerf, 1995). A commercial system of networks was established and has since replaced the government sponsored system (Cerf, 1995). The Internet allows such things as E-mail, file transfer, and the World Wide Web (Curtis, 1995).

The World Wide Web, also referred to as simply the Web, is the "part of the Internet supporting graphics, audio, video, and hypertext links (the ability to connect from one computer to another), as well as standard text" (McLean, 1996). The Web is composed of many websites or home pages. These pages are locations on the Internet containing information that has been put together by the user to share with the rest of the world. Chances are, the Web probably has something of interest to anyone.

Another change that is taking place in today's world is the ever increasing number of available recreational opportunities. However, time and money forces many people to choose between activities. Some will stay at home and watch television and others will get out and do something. A new activity called "surfing the Internet" has entered the arena and is successfully capturing the leisure time of people around the world. Interestingly enough, though many would argue that they did not enjoy their school day homework, millions are using the Web to do research. The Web provides easy access to information on just about anything and people are fascinated with its treasure trove. Some are satisfied surfing for the sake of surfing, while others surf looking for specific information and things to do. This second group is the population of current interest.

Outdoor Programs on the Web

Outdoor recreation professionals have an opportunity to utilize the Web in order to provide potential customer with information about things to do with their programs. As mentioned previously, a website is the most common method of sharing information on the Web. Websites could be thought of as miniature information booths containing information an agency wants to make available for people. A car company would likely include information on each model they manufacture accompanied by snazzy pictures of each model and the key selling points. A campus outdoor recreation program can do the very same thing with information on its services, programs, special events, etc. A brief look at two different outdoor program sites follows.

Indiana University Outdoor Adventures (IUOA)
(http://www.indiana.edu/~imupromo/entertainment/outfitters/outfitters.html)

IUOA provides outdoor recreation trips, skills courses, team building, rental equipment, retail items and other services to the community. The author's first exposure to the Web and outdoor programs was in 1995 while designing a site for IUOA then known as Indiana Memorial Union Outfitters. Since designing the original site, the maintenance and design duties have been the responsibility of another department, but the basic ideas and content have remained the same. Like other recreation agencies, they publish a catalog containing information on all of their trips, courses, rental equipment, etc. The 'Outfitters' decided to include all of the information from their catalog and additional information such as a welcome section with a message from the director. It also contained basic information about the Outfitters and their services. There was a section with the photos and short bio's of the staff and volunteers that worked with the program. This allowed the potential participant to get to a brief introduction to the people they may be spending a week with on a backpacking trip. This site included a listing of each trip and course being offered during that semester, a description of each, and some photos. The site also included a list of recreation Internet resources that would be of interest to the user.

Brigham Young University Outdoors Unlimited
(http://www.byu.edu/sas/outdoors)

This site is very similar to IUOA's site in the types of information presented. A primary difference is in the use of a few more sophisticated techniques. These techniques help achieve a greater level of visual appeal and make navigating the site more interesting.

These features are not without cost in that they do take longer to load than simpler designs. The author of this article and the site designer made a conscious decision when designing the site acknowledging the increased load time and decided that the target audience would primarily access the site from on campus and that the load times would not be as critical.

This site does provides information such as a map and directions to BYU Outdoors Unlimited; rental equipment available; trips offered; a comprehensive listing of bicycle and ski repair services; links to retail vendors; and program policies and procedures such as those related to rental equipment.

Both of these sites provide the basic information that students and community members would be likely to look for. The sites are designed well and present the programs in a professional and appropriate manner. The image portrayed is positive and seeks to serve the needs of the programs.

Website Components – Uses

Outdoor programs could utilize the Web for many different tasks. A few categories include: 1) Planning and trip facilitation; 2) Coordinating with program staff; 3) Communicating with participants; 4) Communicating with the community; and 5) Sharing resource information. A brief discussion of each of these areas follows.

Planning and Trip Facilitation

The Web can be used a resource throughout the process of planning a trip. The Web can be used to look for an idea of where one would like to run a trip. A preliminary review of the area and area resources can be examined and matched against the needs of the group. Sites such as 'MapQuest' at www.mapquest.com can be used to estimate mileage, route selection, driving times, directions, and traveling maps.

Weather conditions and river flows can also be obtained to help the trip leader anticipate the environmental conditions likely to be present on a trip before leaving. Emergency care facilities can be located on the way to and from the trip location. Permit regulations and fee information may be available for some areas.

By using the Web outdoor program staff can save money in phone calls and postage trying to gather basic information. Save the money for specific questions that may need to be answered in person.

Coordinating Program Staff

A combined use of an organizational website and E-mail can facilitate communication among staff members. This is especially helpful when working with a large staff. E-mail is a common way of notifying staff members of announcements such as meetings, and changes in plans. By using password protected pages in a website, an organization can have non-public information available on-line for program staff. One application of this could be individual training records of the staff members so they could readily access the information and determine what items they should be working on. A secure sight could be used to make training guidelines and in house reference information available. Before incorporating non-public information into a website, consulting legal counsel of the college or university may be appropriate. They may be able to help determine if specific kinds of information create possible liability concerns.

Many professional recreation organizations have sites on the Web. Having links to sites related to your program can benefit the outdoor program professional and outdoor program staff. The sites provide an opportunity to keep in touch with what's going on in the organization and in recreation.. The recreation professional can use these sites to keep up to date with trends in recreation and share the information with their organization.

Professional development is important to the continued success of recreation and it can be as simple as reading an article on the Web. Professional recreation organizations on the WWW help bridge the geographical gap between professionals around the globe. They also advertise the benefits of membership in the organization for the potential member. These sites give those outside of recreation the opportunity to look in and see what recreation is really all about. Recreation organizations have the chance to promote our values and convictions to people around the globe. Organizations could include such things as newsletters, research work, conference information, and published articles.

Communicating with Participants

Even though we print catalogs and tell participants whens and wheres, people forget and need to access information at the last minute. Sites can include contact information for trip leaders, pre-trip meeting times/place, lists of things to bring on a given trip, and a section with frequently asked questions (often called FAQ). A major benefit of a website is the ability to update information quickly. A combination of updating information on the web and sending e-mail may assist programs when things change and they need to contact multiple people.

Communicating with the Community

A website should contain basic information about your program. This may include hours of operation, location of your program (students often don't know where the outdoor program is), general policies for renting equipment, signing up for trips, getting a refund, and so forth.

As briefly mentioned earlier, many outdoor programs publish a catalog during each semester of the school year. These catalogs contain information that is critical to the community and potential participant; websites can be used to share that same information. A typical catalog may include such information as: 1) a listing of available programs and respective information on each (i.e. dates and times, registration fees, etc.); 2) calendar of special events for the campus community; 3) a statement of organization purpose, and services offered; and 4) a listing of rental equipment. What do you do when, after the paper catalogs have been sent out, you realize that there was a mistake on the dates of one of your most popular programs? Hopefully you will start getting phone calls and visits from students trying to register, only to find out that the printed date was wrong and they have other plans for the correct date. You will try to explain the error in the catalog and you're sorry for the inconvenience. If this information had been available on the Web, you could have changed the information as soon as the mistake was discovered and perhaps prevented some frustration. This is not a suggestion to abandon paper catalogs, but rather an acknowledgement that today's technology is offering us another approach to publishing important information.

These are only a few ways to communicate with the community. Outdoor programs need to use their imagination when creating sites and make sure that their site matches the

needs of its own community. Another benefit to a website is that is a consistent source of information. Community members can return to a site as often as they want and whenever they want; a website is open 24-7 long after you've gone home or left on a trip.

Sharing resource information

Last of all, outdoor programs have an additional opportunity to educate and share information with the community, staff, and participants by providing a list of links to other outdoor recreation related sites. The possible entries for a reference list are endless, but there are some basic areas that you can cover that will get people started in finding the information that they need: 1) Links to outdoor recreation areas (National Park Service, BLM, etc.); 2) Local interest areas and information; 3) Reference links (weather, river flows, etc.); 4) instructional sites; and 5) Equipment manufactures. Basically, include the sites that your program uses and finds helpful.

Conclusion

If you decide that your organization needs a website you will need to consider who is going to set it up and maintain it. Chances are good that someone in your organization may have the skills and enthusiasm to do the project. If you ask someone in-house to do the work, please be sure that you can allot the time that they need to work on the project. Good websites can involve a lot of work and you want your organization to be presented in a positive manner. There are also people that design sites for a living and they are likely to be the most knowledgeable and up to date. Another option to consider is finding a student to do the initial design work of the site for you. "[W]ith the upsurge in technological competence seen in young people, professionals should welcome students' willingness to demonstrate what they know and can do with technology. This may be an excellent opportunity for the teacher [professional] to learn from the student" (McLean, 1995). Whatever option you choose, make sure that the when the website is finished, it portrays the image you want.

The Internet along with the World Wide Web appear to be here to stay. The techniques used to create websites will change along with many other aspects of the internet, but the main concept of being able to provide information to a global audience is not going to disappear. Besides 'entertainment' value, today's student is looking for useful information to be on-line. Outdoor recreation professionals need to keep up with people's interests and be aware of the ever changing technological environment. Web pages are not a cure all; they are merely another form of publishing information. It is a fun medium for people to use and that is why they use it. Outdoor programs can make effective of this resource and facilitate the sharing of many types of information. Who knows, the information on your program's website may even encourage people to get away from their computers for a weekend to enjoy the outdoors ☺

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Biographical Sketch

Raymond Poff is pursuing a Ph.D. in Leisure Behavior at Indiana University. He is an Associate Instructor for the Department of Recreation and Park Administration. Raymond is also the equipment purchasing coordinator and an ACA kayaking instructor for IU Outdoor Adventures. Prior to returning to graduate school, he was the Recreation Coordinator managing BYU Outdoors Unlimited. His current research interests include examining the nature of commitment and enduring involvement among adventure recreators, specifically whitewater kayakers.

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WOMEN ON THE EDGE: CHARTING UNFAMILIAR PLACES

Deb Jordan

Program Description

This session will present the results of research into women, outdoor recreation and leadership. We will also engage in discussions about how to make outdoor leadership and outdoor recreation activities more accessible and attractive to girls and women.

Biographical Sketch

Deb Jordan is an associate professor of Leisure Studies at Oklahoma State University. She has been a WEA instructor, written a book on leadership and researched women and outdoor recreation. In addition, she is active in national and international organizations, and has made over 80 presentations.

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CAN YOU TAKE IT WITH YOU? A LOOK AT LEARNING TRANSFER FROM THE WILDERNESS TO HOME

Reid Cross
Scott Laidlaw

Program Description

This presentation is an investigation/discussion of the transfer of learning, and what one can take away from a long wilderness expedition. The basis for discussion is a documentary slide presentation of a 30–day Canyon Country Expedition with the University of Northern Colorado's outdoor education program. Transference between a long wilderness expedition and the real world can be very powerful because of the sense of belonging and community that can, if facilitated correctly, develop on an extended expedition.

There are many types of transfer that carry over from the wilderness experience to the other world that we, as humans, normally live within. There is specific transfer, nonspecific transfer, and metaphoric transfer. Specific transfer is the learning of particular skills for use in similar situation, i.e., belaying. Nonspecific transfer is the learning of more general principals and behaviors, i.e., trust. Metaphoric transfer is when parallels occur between the actual activity and the other world, i.e., taking physical risks and taking emotional or cognitive risks.

Biographical Sketches

Dr. Reid Cross received his doctorate of Education from the University of Northern Colorado in 1998, and is currently an Assistant Professor in the School of Kinesiology and Physical Education. Dr. Cross is also the coordinator of the Outdoor Education program and teaches courses at the undergraduate and graduate levels. He has been a NOLS instructor since 1984.

Scott Laidlaw is a doctoral student in Pedagogy with an emphasis in Outdoor Education at the University of Northern Colorado. Scott's research interests center on alienated adolescents and the since of belonging that occurs on extended outdoor experiences.

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SOUTHERN SKIING ADVENTURE

W. T. Taylor

Program Description

The purpose of this presentation is to chronicle the development of the collegiate ski programs at three universities in the South – Middle Tennessee State University, Clemson University, and Virginia Commonwealth University. The how's, what's and why's in each program will be discussed. In conjunction with this review will be the ideas and techniques used by a tour company to accommodate this specific clientele. The past problems and successes will be discussed from both perspectives. The student's viewpoint will also be shared.

Biographical Sketches

W. T. Taylor, Middle Tennessee State University, Outdoor Pursuits/Intramurals; BS – MSU; MA – SMU & Ole Miss too! Has organized college groups to NC, TN, AL & out west too (likes cross country best)

Dave Hartley, Whitewood Ski Tours, Consultant; BS – Ohio State University; Ski Club President at Ohio State leading to career in tour development and then founder of Whitewood Ski Tours; Skied all over (the west is best!)

Bob Brookover, Clemson University, Director of Facilities and Outdoor Programs; BS, MS, ARD – Clemson University; Supervising ski trips for the university (likes skiing in a variety of places – especially powder!)

Greg Hawkins, Virginia Commonwealth University, Coordinator of Outdoor Adventures; BS – Sam Houston State; MS Georgia Southern University; Supervises ski trips for VCU (skis like he rides bulls – all out!)

Mitch Hoffman, Middle Tennessee State University, Graduate Assistant for Outdoor Pursuits; BS – University of Northern Iowa; MS in progress at MTSU; Grew up skiing in Iowa, volunteer coordinator for MTSU's '99 trip, and planning trips to NC for Spring semester 2000 (likes the trees)

Sean Hager, Middle Tennessee State University, Intern for Outdoor Pursuits; BS in progress at MTSU and volunteer coordinator for MTSU's Colorado trips in '98 and '99 and planning Snowshoe, WV trip for Spring 2000 (thinking about a snow board!)

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LEAVE NO TRACE, THE NEW EVOLUTION OF OUTDOOR ETHICS

Scott Reid
Eleanor Huffines

The LNT ICORE presentation followed the following format:

1) Eleanor and Scott solicited questions from the audience. Audience participants queried the presenters on numerous topics including: the new seven principles, implementation of LNT training into education programs, current and updated research, area and seasonal-specific information, and future focus of the program. The questions were written down on a flip chart to be covered during the presentation.

2) An overview of the Leave No Trace program was then discussed. Based on key partnerships with land managers, outdoor schools, corporate sponsors, individuals, university programs and others, the Leave No Trace program is managed by Leave No Trace, Inc. in Boulder Colorado. Historically, the LNT program was begun by the US Forest Service (USFS) in the 1970's. In 1990, the National Outdoor Leadership School (NOLS) was approached by the USFS to assist with LNT curriculum development and training. The first LNT Master Educator course ran in 1991. Since then, over 1000 individuals have taken the five-day course which focuses on the practice and teaching of Leave No Trace Outdoor Skills and Ethics. LNT, Inc., founded in 1994 as the clearinghouse for LNT information, has welcomed and supported many different partners including the Appalachian Mountain Club, which, in cooperation with NOLS, has will begin offering LNT Master Educator courses in 2000. A sample of current projects within the LNT program followed:
   - The LNT Laboratory- An initiative in southwest Colorado to implement extensive LNT education and measure the effects of the message on visitor's behavioral intent and the area itself.
   - The Traveling Trainers- A program in cooperation with Subaru in which a team of LNT Masters travels the country presenting LNT information to a wide variety of groups including university and military outings programs.
   - The LNT Frontcountry program- A project to tailor LNT education to urban and day-use areas.
   - The Boy Scouts of America Awareness Award- An award within the BSA that recognizes Scouts who have completed several LNT educational initiatives and community service projects.
   - The Retail/Outfitter/Guide partnership program- A program to integrate LNT education with outfitters, guides, university programs and retail shops.

3) A review and rationale for the new seven principles of LNT followed:
   1. Plan Ahead and Prepare
   2. Travel and Camp on Durable Surfaces
   3. Dispose of Waste Properly
   4. Leave What You Find
   5. Minimize Campfire Impacts

6. Respect Wildlife
7. Be Considerate of Other Visitors

The inclusion of the Wildlife and Other Visitors principles addresses the need for more focus on those issues. Combining both waste principles under the 'Dispose of Waste Properly' heading helped limit the overall number of principles. ('Pack it in, Pack it out' is included under that heading.) A discussion regarding new material followed.

4) The presentation concluded with a review of and response to audience questions.

Biographical Sketches

Scott Reid is the Education Coordinator for Leave No Trace, Inc. With a background in trip leading, teaching, ski patrolling and coaching, Scott currently develops curriculum, co–instructs Leave No Trace Master courses and manages educational projects for the non–profit organization. Current educational initiatives under his direction include the Leave No Trace Laboratory and Frontcountry LNT programs as well as development of new LNT educational curriculum for winter environments, mountain bikers and hunters.

Eleanor Huffines is the Outreach Manager for the National Outdoor Leadership School (NOLS). NOLS is a 501(c)(3), non–profit, educational organization, and a founding partner and progenitor of Leave No Trace (LNT) education. Eleanor is a LNT Master Course instructor and the author of the Alaskan Tundra LNT curriculum.

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UNIVERSITY & MILITARY OUTDOOR PROGRAMS: STATE OF THE ART 1999

David J. Webb

Abstract

Extra curricular outdoor programs sponsored by colleges, military bases, and universities continually change and evolve. Demographic, financial, and programmatic data collected in 1990 and 1994 will be compared with data collected in 1999. Comparing recent data on outdoor programs with prior data can indicate trends, suggest standards of performance, and provide ideas for program development. Ranking and sorting college, military, and university outdoor programs demographically, financially and programmatically can provide an overview of our industry generally and specific program comparison individually. Knowing where we have been and where we are now can provide a framework of choosing where we could go in the future.

Introduction

This paper presents the findings of an international survey of college, military, and university extracurricular outdoor adventure programs, collected in 1999. The 1999 data will be reviewed with data collected in 1990 and 1994. The survey findings and comparisons indicate: sponsors of outdoor programs, delivery systems are being used, outdoor adventure programs providing rentals, retailing, repairs, and programs provided, the types of trips provided, and other facts and figures. Comparisons show that changes have taken place, which may indicate trends. Examining these findings help outdoor program professionals better understand who they are, what they do, how they serve, how they compare with others, and future directions. This information can motivate and illustrate by providing examples of other existing programs.

Outdoor Recreation Programs: Philosophy, Theory, and Models

Long before the organization of Outward Bound (1941), AEE (1977), NOLS (1965), WEA (1976), and Project Adventure (1971) etc., organized outdoor adventure programs were sponsored by universities and colleges in the United States. Student unions, or associations of students at colleges and universities, had been providing social, educational, and recreational programs for students. These student union programs included debate clubs, social clubs, and outing clubs, to name a few. The student union became responsible for providing opportunities for students to participate in the production and attendance of theatrical plays, to put on the social dances, debate societies, and to sponsor student government organizations. The 'unions', their associations and clubs, provided opportunities for trekking, skiing, camping, fishing, climbing, snowshoeing, etc.

The Dartmouth Outing Club (1911) at Dartmouth College, Williams Outing Club (1915) at Williams College, Allegheny Outing Club (1930) at Allegheny College, and The Wisconsin Hoofers (1931) at the University of Wisconsin- Madison have been providing adventure opportunity, outdoor education, and student development programs for the last

60-80 years. As colleges and universities developed extracurricular outdoor adventure programs that contributed to the welfare of the students, local communities wanted to provide similar outdoor recreation opportunities and began developing their outdoor adventure programs. The Moral, Welfare, and Recreation (MWR) branches of the U.S. Army, Air Force, and Navy have also recognized the values and benefits of outdoor adventure programs and have developed a wide range of outdoor programs on military bases throughout the world. Private businesses operate outdoor adventure programs in the form of outfitting (e.g., Western Llama Treks), climbing schools (e.g., Exum Guide School), raft trips (e.g., Sobek), and eco-adventuring (e.g., Baja Whale Watching Tours). Both not-for-profit (e.g., Outward Bound) and for-profit businesses (e.g., Western Rivers Expeditions) operate outdoor adventure programs. Although there is a great diversity of organization, evolution, services, products, and delivery of outdoor adventure by these sponsoring agencies and organizations, there are definable organizational groups, four primary services, and specific values that can be recognized.

Program Goals, Benefits, Services, and Models

The outdoor adventure programs described here are usually not degree granting programs. They are typically extracurricular in nature. Some universities and colleges have curricular departments that grant Bachelors, Masters, or Doctorate degrees in recreation related to outdoor education, outdoor recreation, and/or outdoor pursuits. These degree granting educational academic departments may, or may not, associate or collaborate with the extracurricular outdoor adventure program being sponsored by the student union, intramurals, campus recreation, military MWR departments, or other departments.

Goals

Experiential in nature, these programs, services, and instruction occur within a wide variety of extracurricular experiences. These experiences are aimed at providing *recreational enjoyment*, *education and skill development*, and *development of moral growth*. They also *enhance curricular education* and *assist in the balanced development of the total person and their quality of life* in the community, school, or branch of the armed forces. Outdoor adventure programs may *produce income*, providing or supplementing the programs funding, and provide the profit motive of for-profit businesses.

Priority of these goals varies from program to program. The focus of one program may be primarily recreational enjoyment, with education and skill development and development of moral growth as secondary focuses, and income generation the third focus. Another program may have income generation and recreational enjoyment as the primary focus, education and skill development as secondary focuses, and development of moral growth the third focus. Yet another program may have the development of moral growth as the primary focus, education and skill development and recreational enjoyment as the secondary focus, and income generation as the third focus. Each institution, agency, or business chooses how they want to serve their public, and the public chooses if they will participate or not.

A financial goal of generating income may to cover all expenses, or 'break even'. Another goal may be to generate profit, with the profit being used to offset inflation, supply funds for program expansion, and/or return income to an owner. Many outdoor programs are subsidized and given funds (a budget) to cover costs of many expenses. This subsidy,

and income generated by the outdoor program through fees and charges, provides funding to operate the outdoor program on a 'break even' status. *Table 1* suggests that through income, recreation is offered; that through recreation, skill and education is stimulated; and that through skill and education, character development is enhanced.

Table 2 details some of the potential psychological, sociological, educational, and physical benefits of outdoor adventure programs.

Program services

Program services include one or more of the following: *equipment rental*, *equipment repair* (commonly bike and ski), *equipment retail sales*, and *outdoor programs, events, and activities*. Services may be charged to users, or they may be free. They may be available only to students of the school, only to those in the armed forces, or open to all desiring to participate. *Table 3* overviews some of the rental, repair, retail, and trip/clinic/event services provided in six activity areas. This table also indicates selected schools providing these services.

Organizational Models and Influencing Factors

Club, SST (Structure/Safety/Training), Common Adventure, PE/Guided (contracted) are organizational models, used for delivery of services. Some institutions may have two or more of these models available for their patrons, each model serving people with different needs.

Club organized outdoor programs operate according to a club charter with club members making the decisions. Institutional support and direction varies. Some clubs receive significant funds, building space, and other types of institutional support, while other clubs receive no support. 11% of the outdoor programs at colleges, universities, and military bases in this study use the club model. Included are the Outdoor Emory Organization at Emory University (Atlanta, GA) and The Hoofers at the University of Wisconsin-Madison.

S/S/T (Structure/Safety/Training) outdoor programs are supported and directed by an institution. The support may be significant or minimal. Some organizational structure and support, guided by an institutional employee, provides a framework for operation. This structure may have a high or low degree of control by the trip/clinic/event participants. Some safety factors, minimal or extensive, are instituted in the program. Training is also provided. This training may have significant breadth and depth, or it may be minimal. A type of S/S/T trip/clinic/event, borrowing some features from the 'Common Adventure' model, is a 'cooperative adventure trip'. A cooperative adventure trip has participants making many trip decisions, but is an S/S/T trip/clinic/event because the institution has provided or made arrangements for at least one of the following: training, leadership, safety guidelines, transportation, lodging, food or similar services. A similar trip/clinic/event, with the trip leaders making most of the decisions would also be an S/S/T style trip/clinic/event. In this survey, 65% of college, university, and military base outdoor programs report using the S/S/T. Appalachian State University (Boone, North Carolina), University of California (Berkeley), Georgia Tech (Atlanta, Georgia) and the University of Calgary (Calgary, Alberta, Canada) are four universities using this model.

Common adventure outdoor programs have trips/clinics/events without institutional control or direction. Common adventure are completely operated and supported by the trip/clinic/event participants, virtually untouched by organizations and /or institutions. The

institutional support might be a Coordinator who provides information, speakers, or slide shows of adventures to stimulate trips/clinics/events, equipment rentals, equipment repairs, or meeting space for pre- and post-trip/clinic/event meetings. Institutions also provide planning resources, meeting areas, and 'trip boards' where individuals plan and announce trips/clinics/events. If the institution provides leadership, training, group equipment, transportation, safety or other standards, or other similar supports, the activity is not a common adventure, but an *S/S/T* trip/clinic/event. Outdoor programs using the common adventure model constitute 7% of programs at colleges, universities, and military bases in this study. Included in these programs are: the University of Oregon at Eugene, Idaho State University at Pocatello, and Dartmouth College (Hanover, NH).

PE/Guided (contracted*) outdoor programs* usually place total control of organization, service, safety, and training within a controlled and comparatively inflexible setting. Trips/clinics/events are courses or classes, with employed guides/instructors, who follow a specific curriculum of places to go, things to do and teach, institutional safety, and financial and organizational standards to maintain. Businesses (profit and non-profit), and degree granting and credit awarding educational departments primarily use this model. Equipment rentals, repairs, and retail sales supplement and compliment the trip or outfitting program. The PE/Guided (contracted) model constitutes 5% of outdoor programs at colleges, universities, and military bases in this study. Prescott College (Prescott, Arizona), Cornell University (Ithaca, New York), and the University of Alberta at Edmonton all use the PE/Guided model.

Each outdoor program model delivery system provides different and specific benefits and opportunities, and no one model is better than another. *Table 4* compares these four models.

Factors influencing an outdoor program would include:

1. Users of the program services
2. Politics: internal and external of the organization, institution, or business
3. Personality/Abilities/Interests of the program sponsor
4. Traditions of the program and sponsor
5. Financial source and size
6. Local and regional geography

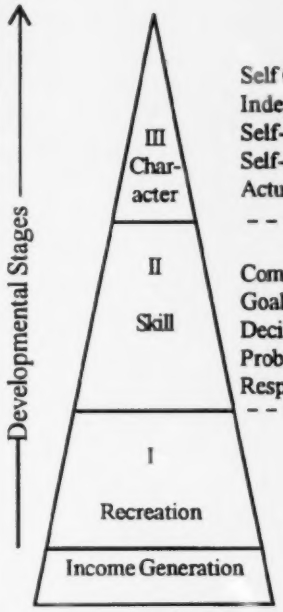
As a result of these factors, each outdoor program is uniquely developed and operated. These factors also influence the organizational model used, and the primary, secondary, and tertiary values/goals. As these factors change, each outdoor program must adapt and change to continue serving its public.

Summary

There is a significant diversity of goals, benefits, delivery models, services, activities, financial structures, and sizes of outdoor programs. The general public, college and university communities, and associates of the armed forces have a wide range of choices, opportunities, and benefits for outdoor adventure, recreation, and education. Outdoor programs will continue to expand, develop, grow, diversify, and increase this range of choices, opportunities, and benefits in both quality and quantity, to those they serve.

Table 1

Developmental Stages of Recreation and Associated Benefits



III -Character Development

Self Confidence	Willingness to risk all	Respect
Independence	Expanded limitations	Trust
Self-concept	Tolerance	Compassion
Self-efficacy	Acceptance	Empathy
Actualization	Appreciation	Interdependence

II - Skill Development

Commitments	Physical development	Improved Academics
Goal setting	Activity performance	Innovative thinking
Decision making	Nature awareness	Team building
Problem solving	Communication	Leadership
Responsibility	Value clarification	Stress tolerance

I - Recreational Development

Association	Activity	Sensation seeking
Enjoyment	Adventure	Self-expression
Diversion	Entertainment	Creativity
Relaxation	Amusement	Catharsis
Pastime	Excitement	Satisfaction

Source: Webb, David J (1999). Outdoor Recreation Program Directory & Date/Resource Guide (3rd Edition)

Table 2

Potential Benefits of Outdoor Adventure Pursuits

Psychological	Sociological	Educational	Physical
Self-concept	Compassion	Outdoor education	Fitness
Confidence	Group cooperation	Nature awareness	Skills
Self-efficacy	Respect for others	Conservation education	Strength
Sensation Seeking	Communication	Problem solving	Coordination
Actualization	Behavior feedback	Value education	Catharsis
Well-being	Friendship	Outdoor education	Exercise
Personal testing	Belonging	Improved academics	Balance

Source: Alan W. Ewert (1989). *Outdoor Adventure Pursuits: Foundations, Models, and Theories* Table 4.1, p. 49). Columbus, Ohio: Publishing Horizions

Table 3

A Listing of Four Program Services of Six Recreational Activities found within the College Outdoor Program Setting

ACTIVITIES	SERVICES			
	RENTAL	REPAIR	RETAIL	PROGRAM
Rafting	Many programs provide this service	Few programs provide this service	Some programs provide this service -used equipment	Many programs provide this service
Successful programs	Brigham Young U. Idaho State U. U. of Utah	Brigham Young U.	Brigham Young U.	U. of Cal-Berkeley U. of Cal-Davis Humboldt State U.
Backpacking Camping Picnicing	Most programs provide this service	Few programs provide this service	Few programs provide this service -some accessories	Most programs provide this service
Successful programs	Brigham Young U. U. of Cal-Irvine Miami U.		Brigham Young U. Cal. St.-Sacramento Ricks College	U. of Cal-Berkeley U. of Calgary Cornell U.
Rock-climbing	Many programs provide this service (usually *not* ropes)	No	Few programs provide this service	Many programs provide this service
Successful programs	U. of Col-Boulder U. of Calgary U. of Cal-Berkeley		Brigham Young U.	U. of Cal-Davis Cal. State-Chico North Carolina St.
Winter-climbing	Few programs provide this service	No	Few programs provide this service	Some programs provide this service
Successful programs	Western Wash. U. U. of Cal-Davis Col. St.-Ft. Collins		Cal. St.-Sacramento Brigham Young U.	U. of Washington Western Wash. U. Cornell U.
Alpine Skiing	Few programs provide this service	Few programs provide this service	Some programs provide this service -new/used equip.	Some programs provide this service
Successful programs	U. of Cal-Berkeley Brigham Young U. San Diego State U.	Brigham Young U. San Diego State U. U. of Cal-Irvine	Brigham Young U. U. of Cal-Irvine Cal. St.-Sacramento	U. of Wis-Madison San Diego State U. U. of Cal-Berkeley
Canoeing Kayaking	Many programs provide this service	No	Some programs provide this service -used equipment	Many programs provide this service
Successful programs	U. of Cal-Berkeley U. of Wis-Madison U. of Washington		Western Wash. U. Brigham Young U.	San Diego Aquatics Cal. St.-Sacramento Miami U.

Source: Webb, David J (1999). Outdoor Recreation Program Directory & Date/Resource Guide (3rd Edition)

Table 4

Comparison of Four Different Models of Outdoor Recreation Programming

ASPECT OF MODEL	CLUB	SST	Common Adventure	PE
Primary source of funding	Club support & Individual participant	Sponsoring organization, individual participant	Individual participant	School/College
Nature of funding	Dues and shared trip costs	Sponsoring organization funds and shared trip costs	Shared trip costs	School funds and shared trip costs
Philosophical foundations	Teaching/learning of outdoor skills; competition; enjoyment of outdoor environment	Enhancement of outdoor skills; enjoyment of outdoor environment; safety; enhanced self-confidence/concept	Individual freedom, personal growth through interpersonal interaction, enjoyment of outdoor recreation, enhancement of outdoor skills	Teaching or learning of outdoor skills
Administrative support: Type	"Standard"	"Standard"	"Standard" (trip bulletin board, meeting facilities, equipment source, advertising source, printing source, audiovisual equipment, etc.)	Teaching facilities, equipment
Administrative support: Source	College, Student Union	Sponsoring Organization	College, Student Union	PE Department
Organization	Specified in club constitution; officers with specific duties	Student committee as specified in a charter/ constitution & procedure documents	Centers on *facilities* that make outdoor recreation actually happen (bulletin board, meeting rooms, audiovisual equipment, printing facilities, equipment rental, etc.)	Teacher/student/ classroom
Source of instruction	Skilled individuals within group	Skilled individuals within group	Individual participants commercial sources	Professional staff within school
Source of equipment	Club, individual participant, or rented commercially	Sponsoring organization, or rented commercially	Individual participants rented from commercial sources	School, or rented commercially
Source of outings	Scheduled/ decided by club	Scheduled/ decided by student leadership	Volunteered	Scheduled by instruction
Leadership source	Club members elected/ appointed by membership	Developed within group by training & selection process	Volunteers from among participants	School/ college personnel
How safety standards maintained	Club members decide standard, club leadership carries them out	Sponsoring organization and group leadership work up standard, student leadership carries them out	Participant imposed	School/college sets standards and enforces them
Main advantages: For College	Minimized supervisory & administrative time	Easy to give direction to programming	Low liability risk	Expanded courses
Main advantages: For Student	Easier access to a particular outdoor recreation, social	Safe	Maximum flexibility to meet individual needs	Course credit
Schools using these models in their outdoor programs*	Dartmouth College Univ. of Wisconsin-Madison Cal. San Luis Obispo	Univ. of California-Berkley Oregon State Univ. Brigham Young Univ. Univ. of Calgary	Univ. of Oregon Western Washington Univ. Univ. of Idaho Idaho State Univ.	Cornell Univ. Prescott College Colgate Univ.

Wm. Miller Templeton, ORGT-Outdoor Recreation at Georgia Tech., Georgia Institute of Technology (1981).

*Source: Webb, David J (1999). Outdoor Recreation Program Directory & Date/Resource Guide (3rd Edition)

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Biographical Sketch

David J Webb, B.S., M.S., CLP. David has operated Brigham Young University's outdoor program, BYU Outdoors Unlimited, since its beginning 17 years ago. He has served on outdoor committees and conference committees for several national and international associations and conferences. David has published and presented frequently, as well as consulted, research and presented for REI, U.S. Navy Outdoor Recreation, U.S. Air Force Outdoor Recreation, and various universities. He has been a contributing author to several outdoor program books and is the author of the *Outdoor Recreation Program Directory & Data / Resource Guide*, now in its third edition (1999). David has taught Windsurfing, X-C Skiing, Rockclimbing and Mountaineering, Rafting and other outdoor adventure skills.

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SITUATIONAL LEADERSHIP

Lynn Zwaagstra

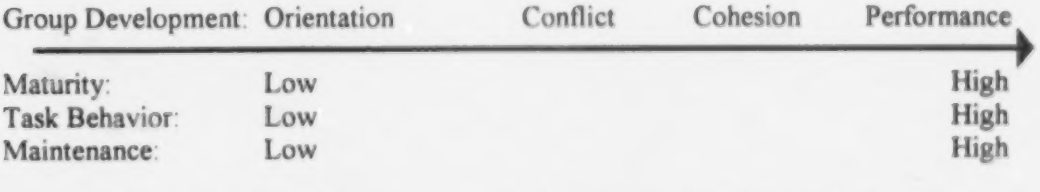
Leadership theory is nothing more than a presentation of how an individual sees the world. The author's view of leadership is based upon the model of situational leadership developed by Hersey and Blanchard (1977) as well as basic knowledge about task and maintenance behavior combined with stages of group development. This presentation will focus on exploring these aspects of leadership and how different situations and organizations are more suited for a particular style of leadership.

First, we will examine task and maintenance behavior. Task behavior is nothing more than the mission and purpose of the group. In other words, what the group is trying to accomplish. It is behavior that facilitates accomplishment of goals. Maintenance behavior is the relationship and interactions between group members. It can be described as the social climate, feel, and sensitivity of the group.

Task and maintenance behavior can be combined to form what Hersey and Blanchard call group maturity. "A mature group member in an outdoor pursuit has considerable experience and education relative to the tasks to be performed, is capable of setting high but attainable goals, and possesses the willingness and ability to take responsibility" (Ford and Blanchard, 1993). An immature group is unskilled, naive, and unknowing. They are incapable of taking responsibility. Group maturity falls along a continuum and can range anywhere from totally mature to totally immature.

Task behavior, maintenance behavior, and group maturity are key elements in deciding what style of leadership to utilize. They also relate to the stages of group development. Group maturity is often associated with a more advanced stage of development. The four stages of development are forming, storming, norming, and performing. Forming, or orientation stage, is characterized by members who are looking for belonging and acceptance, who are unsure of group interactions and behavior, are tentative, and polite. Their ability to function as a group is limited. Storming, or conflict stage, is where group members engage in power struggles and conflict, form coalitions, and attempt to establish a pecking order. Norming, or cohesion stage, is where the group has a feeling of "groupness", shows unity, stability and satisfaction, and has effective communication skills. The last stage of development is called performing and is characterized by high productivity, cooperation, and decision making. This stage is rarely achieved.

The interaction between task and maintenance behavior, group maturity and group development is illustrated below.


Group Development: Orientation Conflict Cohesion Performance
Maturity: Low High
Task Behavior: Low High
Maintenance: Low High

The next step is to determine how all of these aspects effect one's choice of leadership style. This is a relatively simple concept. The more inexperienced or immature the group, the more you need to be directive and autocratic. For extremely skilled and mature groups, a more hands off approach (i.e., laissez faire) is appropriate. The difficult

part is the gray area in between. Groups falling somewhere in the middle of the maturity and group development continuum need some form of democratic, participative, or selling form of leadership.

The directive, or autocratic, form of leadership is characterized by centralized responsibility, power, and control. The leaders tell participants what to do, define goals, teach skills, set safety structures, and role model desired skills and behaviors. This leadership style works best when the group has low task and maintenance skills, when they are in the beginning stages of group development, and when they are relatively immature. This mode is particularly appropriate when participants do not have the knowledge or experience to effectively participate in the decision making process.

Democratic styles of leadership involve several approaches including selling, participating, coaching, and supporting. Group members have basic skills and have enough maturity to assist in decision-making and sharing of responsibilities. Leaders are less directive and more informative. More discussions may occur and participants have a greater need to learn rationale and give feedback. Leadership actions center around explaining, listening, discussing, and encouraging.

The laissez faire, or hands off, leadership approach is appropriate when a group is highly skilled, mature, and in advanced stages of group development. The leader can delegate decision-making and maintain a low profile. It is important to give the group autonomy. Group members must be capable of accomplishing specific tasks and skills, show independence and good judgment.

Outdoor organizations need to examine the types of groups they are working with in order to determine an appropriate style of leadership. The very nature and purpose of the organization can make this process easier. It is not necessary to construct a detailed matrix of situational leadership in order to ascertain a befitting style. Task, maintenance, maturity, and group development can be used autonomously to help choose style. For example, a group with little skill (i.e., low task) would not have the skills necessary to coexist with a laissez faire style.

Situational leadership can be applied at both a macro and micro level. On the macro level, maturity and stage of the group would determine leadership style. However, group maturity and skill changes according to different demands upon the group. A mature group that has the skill and ability to navigate a class II rapid may not have the skill and ability to navigate a class IV. Thus, style of leadership would need to change with the changing situation and demand.

Different styles of leadership cannot be applied to any organization or situation across the board. The rationale behind situational leadership is simple: leadership changes to meet the demands of the group or situation. Using task and maintenance behavior, maturity, and group development are merely tools to help a leader or organization choose a more appropriate style. As with any tool that you add to your toolbox, it merely increases your choices and gives you freedom and flexibility.

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Biographical Sketch

Lynn is currently employed as the Alumni Programs Coordinator for the National Outdoor Leadership School in Lander, Wyoming. She previously directed the outdoor program at Georgia Tech in Atlanta, Georgia, where she spent over 15 years. Lynn obtained her Master's degree in outdoor/therapeutic recreation from the University of Utah and has over 10 years of experience in outdoor recreation.

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CHALLENGE ACTIVITIES AND SELF–EFFICACY

Colleen Swagar

Program Description

As outdoor educators, how do we assist our students in developing self–efficacy? Is self–efficacy global? Will successes in challenge activities have carry–over effects in general life experiences? This lecture and interactive session will provide a review of self–efficacy theory, a presentation of current literature, and group discussions relevant to specific population (youth, adult, senior, corporate) requirements for increased self–efficacy in challenge activities. Implications for instructional and intervention design will be assessed for each population.

Biographical Sketch

Colleen Swagar is presently a Masters research student at the University of Western Australia. Her area of study is training and development. Her outdoor education experiences include years of personal involvement in outdoor recreation activities as well as ten years of professional instructing, guiding, and administrative work at the University of Calgary Outdoor Program Centre. Colleen currently teaches first aid for the Technical and Further Education system of Western Australia.

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IT'S NOT WHAT YOU SAY BUT HOW YOU SAY IT

Chris Cashel
Deb Jordon

Program Description

Positive languaging does influence the outcome of tasks. The same rule is true for negative phrasing. Based on research study, it has been indicated that how a leader sets up a task, gives instructions, and provides feedback directly influences behavior. Come and evaluate how you speak to a group and learn how to impact on positive outcomes.

Biographical Sketches

Chris Cashel is Professor and Coordinator of the Leisure Studies program at Oklahoma State University. She has been an active instructor for the Wilderness Education Association for 15 years. Her research interests are centered on leadership and the process of learning.

Deb Jordon is an Associate Professor in Leisure Studies at Oklahoma State University. She is the author of several texts including one about leadership and has been an outdoor leader for many years.

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THE PROPOSED EXPANDED CLASS I SYSTEM OF RATING RIVERS

Ron Watters

The International Whitewater Scale with which everyone is familiar has a fairly straightforward definition for class I water. For experienced whitewater boaters, it works just fine, but for those who are largely class I boaters, it isn't as workable as it first seems. Anyone who has run a lot of class I water knows that there is much variation in what is covered by the class I designation. For those of us in the outdoor education field, it is nice to know just how difficult that class I river is.

For example, a kayak instructor taking out a group of beginning kayakers for the first time will want to avoid a swift moving, twisting and turning river with lots of overhanging trees. A prudent instructor will start out with something slow and easy going so that all the participants have a chance to get the feel of their kayaks before progressing on.

It is particularly helpful for open canoeists to know the difficulty of a class I river. The great majority of river canoeists use and are happiest on class I water. Most of them would rather keep their canoe upright, particularly if it's a cold day. While it may be fun for some, a good many class I canoeists opt for staying upright and not having to fish out their friends and spouses and what is left of their water-sogged gear.

For safety reasons, one particular group of boaters needs to have a clear cut idea of the difficulty of class I water: families. Families with very young children need to choose their rivers carefully. Some class I rivers are simply too dangerous for children.

In this paper, I am proposing a system of rating class I water which affords instructors, canoeists and families a better idea of what they might be getting themselves into.

The International Scale of River Difficulty

To begin, let's start out by a quick review of the International Scale of River Difficulty. The scale is universally accepted by river runners and outdoor education and ranges from class I to class VI. Class I is easy water and class VI is extremely difficult and dangerous. This the definition of class I:

> Class I. Easy. Fast moving water with riffles and small waves. Few obstructions and easily missed with little training. Risk to swimming is slight; self rescue is easy. (Belknap, L., Walbridge, C., Thornton, M. & Browers, R., 1998)

It is the last two phrases ("risk to swimming is slight; self rescue is easy") where the trouble lies. After running nearly 100 different easy river stretches in Idaho (Daly & Watters, 1999), I have come to the conclusion that no matter how you look at it, some class I rivers simply don't meet the "little training" or "risk to swimming is slight" tests. Some additional tweaking of class I is needed for boaters that are not whitewater hardened. To illustrate what I mean, let's look at two examples.

Two Examples

Two examples in Idaho help illustrate the problem with relying on the class I system as it is presently constructed. The first example is the Big Springs National Waterway Trail. A beautiful paddle trip among meadows and forests, the Big Springs run is located just west of Yellowstone National Park. The second example is the cottonwood fringed Boise River just below the city of Boise. Both are rated class I.

The first trip starts some distance below Big Springs, a huge springs from which the Henry's Fork of the Snake River starts. Its gin-clear water flows with barely a discernible current. It's definitely easy, one can do it with little training, and it is a good trip for families.

But the Boise River is another story. As the Boise goes around the south side of the several-mile-long Eagle Island, it is swift and flows through a narrow, twisting river channel with lots of overhanging trees. Eddies are small and hard to catch and you can come around a corner and suddenly be faced with a tree all the way across the river.

Is this stretch of the Boise River easy? No. Can you do this stretch with little training? Once again, the answer is no. In fact, it takes good boating skills and a fair amount of experience. Moreover, sometimes rivers like the Boise take more finesse, knowledge and training than some class II rivers. Yet no one would ever rate the Boise River as class II.

If you are a beginner, or if you are going out with your family or friends, the class I rating fails to tell you what you are really getting into.

The Expanded Class I Rating System

To help provide a better gauge of the difficulty of this type of water, I am suggesting that outdoor educators use an expanded class I system. Instead of devising something completely new, which might be confusing, I propose staying with the international scale but expand it slightly. For those who are comfortable with the international scale, it's there, but those who want a finer way of distinguishing between rivers, it's there too.

Here's a closer look at the proposed expanded class I scale: **Class I (1.0)** Flat, lake-like water. No current or very slow moving current. One can easily paddle upstream and downstream. This the safest water for families and children. Since the water is slow moving, downriver trips against strong winds, may be taxing.

This water is suitable for flat water canoes (with V-shaped bottoms) and lake and sea kayaks as well as all other river craft. Inflatable boaters, however, may find this water sluggish, requiring a lot of paddling to get downstream. (Some boaters might call this type of water class I- on the international scale.)

Class I (1.1) Flat water with some current. One can paddle upstream, but it takes more effort. Since it has current, it may have some minor eddies. This is also safe water for family trips. Suitable for flat water canoes, lake kayaks and other river craft. (Easy class I water.)

Class I (1.2) Flat water with current, minor riffles and some eddies. Paddling upstream is possible in some places, but in other places it may be very difficult or not possible at all. These rivers may have some overhanging trees and brush. Unless experienced and competent, families with small children probably should not run them. This water can be run in lake canoes and kayaks, but boats designed for rivers are more suitable. (Moderately easy class I.)

Class I+ (1.3) Moving water with mini-rapids. Small, mini-rapids may occur in swift areas of the river-or where the river slides down gravel bars. The river may have some swift corners with overhanging trees on the outside of bends. Rocks and boulders may be present which need to be avoided, but the current is gentle and not strong enough to cause a boat to get wrapped or broached.

Basic maneuvering skills are needed, including the ability to move to the right or left and avoid the outside of bends, and the ability to miss an occasional rock. Boaters should know the basics of an eddy turn and how to use an eddy to stop, as well as understanding the preliminaries of reading water. River canoes and kayaks are preferable to lake boats. (This is the beginning of class I+ water.)

Class I+ (1.4) Swift water with mini-rapids, small waves and obstructions. The river may bend sharply and the current on the outside of bends is more forceful. Such rivers may have narrow channels with long stretches of overhanging trees and brush in which a boat can get hung up and flipped over.

Canoeists and kayakers should have a good understanding of how to lean boats while in the current, or while turning in and out of eddies, or if accidentally pushed up against an obstruction. Boaters should be very comfortable maneuvering the boat through rocks and have the ability to catch small eddies. A sureness of technique is needed to stop quickly if fences, trees or diversions are encountered.

The best craft are river canoes, kayaks and other river boats. Note that some inflatable kayaks may be too sluggish to handle the type of maneuvering needed for this type of river. (This is difficult class I water, well into the class I+ range.)

Class I+ (1.5) Rapid water with small rapids, waves and obstructions. The river may be very narrow and have many sharp turns and long stretches of overhanging trees and brush. In higher flows, trees, log jams and other strainers are dangerous.

Some waves may be present, which, if run sideways, can swamp a canoe. Improper leans in a canoe or kayak can cause a capsize. Boaters must have the ability to read the water, anticipate future moves and react quickly. A well-practiced, reliable eddy turn is a must.

Benefits

With the expanded class I scale, outdoor educators have a much better way of distinguishing between the variations found in flat but moving water. They can better chose locations for instructional trips and make more accurate comparisons between rivers. Canoeists will find it particularly helpful. With better accuracy built into the rating system, they can avoid those unpleasant experiences, which can spoil an outing. And finally, it provides families with a better gage on river difficulty and helps keep children safe.

References

Belknap, L., Walbridge, C., Thornton, M. & Browers, R. (1998). *Safety Code of American Whitewater*. Margaretville, NY: American Whitewater.

Daly, K. & Watters, R. (1999) Kath and Ron's Guide to Idaho Paddling: Flatwater and Easy Whitewater Trips. Pocatello: Great Rift Press.

Biographical Sketch

Ron Watters has worked for the Idaho State University Outdoor Program for 30 years. Last year he stepped down as director and now divides his time between writing and teaching outdoor education for the Physical Education Department. He is the author of seven books, including *Never Turn Back*. His most recent book, co–authored with his wife, Katherine, is *Kath and Ron's Guide to Idaho Paddling*.

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OBTAINING INSTITUTIONAL ACCESS TO FEDERAL LANDS

Mike Beiser

Access issues have continually surfaced as one of the Association of Outdoor Recreation and Education's (AORE) top priorities and if your program utilizes federally regulated lands, access issues may be your programs top priority. At most of the recent International Conferences on Outdoor Recreation (ICORE), break out sessions and impromptu sessions have allowed an exchange of regional problems and some solutions. At the University of Utah in 1996 and Fort Walton 1998 we hosted a panel discussion of land managers and program coordinators. Most in attendance left with some new perspectives and solutions for current or future problems. Many things have evolved sense then. My hope here is to highlight some of these problems and offer techniques that have been used to successfully resolve and prevent future problems.

Federal public land access and use by institutional programs is a high priority for the National Park Service (NPS), Bureau of Land Management (BLM), and US Forest Service (USFS). Current actions by each agency are highlighted below.

USFS – Created Outfitter and Guide Administrative Guidebook to increase consistency of interpretation and application of policies for the management of organized group use. They are reviewing institutional use and see a need for some type of permitting for this population.

BLM – Currently drafting permitting regulations for institutional users.

NPS – With the passage of new federal legislation (S.1693), they are rule making to address institutional users groups.

- Agencies know there is a need for inter-agency communication and more common efforts in management of group use.
- Agencies want more dialogue with institutional outdoor programs.

Access issues can be very complex and almost always need to be solved on an issue by issue basis. They may involve one or more land management agencies, claims of unfair competition by other user groups, economics, risk management (accreditation, certification) or lack thereof. Many Southern California programs lost access to Joshua Tree, National Monument unless they were American Mountain Guide Association (AMGA) or Association of Experiential Education (AEE) accredited. Canadian programs have a similar certification problem operating in Canadian National Parks. Appalachian State recently lost access to the Nolichucky River in Pisgah National Forest on which they had a long and recorded history of use. Cal. Adventures at UC Berkeley has had a string of problems in recent years from being ticketed in Yosemite N.P., arrested on the Salmon river in Idaho (in a sting operation executed by the Idaho Guides and Outfitters Board and the BLM), and most recently being notified that permits they were operating under are no longer valid. Montana State University at, Bozeman and Billings, have lost or been denied access to National Forests and National Park Lands by previous access methods and one university sponsored trip not affiliated with their program was stopped at the gate at Yellowstone National Park.

It may be fair to say if your program has not had a recent access issue you are not in the norm, you will have one around the corner, or you are doing everything right. Changes in land management agencies policies and changes in outdoor programming are at the root of many of these issues.

Land managers are often thought of as the bad guys when confronted with denying or restricting access, but faced with shifting economics, shrinking budgets, increased use by ever-diverse groups, they have a tough job. As stewards of these public lands they have a much different perspective than that of the outdoor programmer, educator, or recreationalist. In 1996 Dan Gager of the University of Idaho, Wilderness Research Center, surveyed every federal agency and unit charged with managing lands over 5000 acres with active wilderness use by organized groups. This social science research was compiled in a master's thesis, *Agency Policies and Wilderness Managers' Attitudes toward Wilderness Experience Programs.*

The Study found that: 1. Agency policies and regulations vary among each of the agencies and within each agency in the type of permits they issue, how permits are issued, the type of fees for permits and also how fees are determined; 2. Managers are concerned about the ecological and social impacts caused by wilderness experience programs (WEPs); 3. Managers offered insightful, proactive suggestions to address their concerns about WEPs; and 4. Managers in general feel that most WEP activities are not wilderness dependent. However managers' attitudes about WEPs as a wilderness use and the valuable experiences they provide were generally positive. The underlying theme of the study is a lack of understanding and communication between managers and institutional programs. (a full copy or summary of this study is available from the U of I Wilderness Research Center at 208-885-2269, wrc@uidaho.edu).

As our profession of outdoor programming has evolved, the *once clear* non-profit/ educational status which gave us privileged access has become blurred. Many institutional programs have originated or evolved beyond the bounds of land managers' interpretation of "not for profit". This is a natural maturation process of a profession driven by risk management. The need for safe vehicles, technically skilled staff with a developed sense of judgment, and high safety standards in a litigious society, requires funding. How that money is generated and used is becoming one of the keys to access.

At arms length away, you should be able to locate many keys to your access problems. Start with a self-examination of your program by looking at your promotional material; brochures, posters, catalogs and other descriptive materials. Would an agency perceive your program as a commercial or not for profit program? Do you promote to the public outside your institution, do you charge a fee for your services, and do you pay your staff? If yes, you are a commercial program on federal lands. If you have operated without a permit in the past, you may need one now, or should at least communicate with your land managers. Of course there is broad interpretation of all this.

Suggestions and Recommendations:

Communication: initiate and maintain communication with agency staff that are responsible for the land you will be using. As simple as it sounds, both agency and program staff say more of this is needed. The days of "don't ask, don't tell" access are coming to a close and provides no historical use record.

Knowledge of laws: inform yourself of the laws agency personnel are charge with enforcing. I use the term "law" to include Code (Code of Federal Regulations, CFR), Rules and Regulations, Manuals, and Handbooks. This knowledge is extremely helpful in communicating to land managers. Finding this information can take time. Start by asking agencies for copies of materials they use. Larger libraries and law libraries are a great resource. As of 1999 all the Titles of CFR that cover federal lands of interest are on the web

at http://www.access.gpo.gov/nara/cfr/cfr-table-search.html. The chart below shows the legislative authority, source and permit type necessary for each agency.

Agency

Source	*U.S. Forest Service*	*National Park Service*	*Fish and Wildlife Service*	*Bureau of Land Management*
Legislative Authority	Organic Administration Act of June 4, 1897 (30 Stat. 35; 16 U.S.C. 477-482, 551)	The Act of August 25, 1916 as amended in the Concessions Policy Act of 1965, (Public Law 89-249)	National Wildlife Refuge System Administration Act of 1966(Public Law 89-669)	Federal Land Policy and Management Act of 1976 (Public Law 94-579)
Code of Federal Regulations	Title 36, Part 251, Subpart B.	Title 36, Part 1.6, & Part 5.3	Title 50, Part 25 & 26	Title 43, Part 8372
Manual	FSM 2700	NPS 48 & 53	5 RM 17	BLM Manual 8560.151
Type of Permit	Special Use Permit	Incidental Business Permit	Special Use Permit	Commercial Use Permit

Biographical Sketch (Bio's): a one-page description of your program or individual trips. A good BIO with philosophy, affiliations, economics, etc. that may be pulled from a file cabinet or back pocket can help the communication process. The use of Bio's has opened many "use restricted doors" for Idaho's program; such as climbs on Mt. Rainier, Denali, and Mt. Logan. A Bio was once used in thwarting a near sea kayak confiscation in Mexico, but has yet to get us on Idaho's famed Middle fork of the Salmon river.

Regional Networking: if you are having a problem, chances are some other institutional program is too. Never under estimate the power of numbers and "group think" in arriving at solutions.

Service Projects: are always a positive proactive means of obtaining and maintaining access. Chances are you are already doing it in an unofficial, unrecorded manner. These don't have to be full-blown work trips, but small documented contributions are usually much appreciated.

Change your Program or Trip Format: in some cases you may need to do this to gain access at all, or find another site. Programs that have gone toward more structured programming say for liability reasons, may find a common adventure / cost-sharing approach gets access. Developing a more flexible programming style that meets access needs.

Litigation: following cases of unknown or known infractions of laws or rules and regulations we may find ourselves faced with citations or in court. If you feel strongly that your or your programs civil rights have been violated, fight it. If we can learn anything form our environmental colleagues, that have so strongly and sometimes successfully contested the federal agencies, this would be it.

Legislation: could be a very effective way of resolution to many current and future access problems. Our numbers and influential power should not be underestimated. Though

time consuming and costly, assisting in drafting and having sponsored at the congressional level an inter-agency bill may be the best resort. What would institutional legislation look like? Ask for? and Problems that would be created by?

The common thread that runs through these suggestions, is extra administrative work. At Merida we heard Simon Priest make his futuristic predictions of adventure programming and he writes in his book *Effective Leadership in Adventure Programming*, "program operations will be more regulated and complex in the future". Perhaps, the future is now.

Biographical Sketches

Mike Beiser, Coordinator, University of Idaho Outdoor Program, has worked with the U of I Program for the past 17 years, first as Asst. Coordinator under Jim Rennie, the past 10 years as Coordinator. He also teaches in a curriculum program for both the Division of HPERD and the College of Forestry, Wildlife, and Range Sciences Dept. of Resource Recreation and Tourism. Prior to employment at the University of Idaho he worked as a Climbing Ranger for six years at Grand Teton National Park and as a Mountaineering Ranger at Wrangell St. Elias National Park in Alaska. While working with the National Park Service he maintained a Federal Law Enforcement commission.

As a practitioner, he has climbed throughout the world, kayaked many western rivers and in 91–92 took a year long 6000 mile offshore sailing trip with his mate Teresa and 1–year old daughter Genoa. Still though, he feels his greatest accomplishments have been in organizing student trips and expeditions from the volcano's and Sea of Cortez of Mexico, to the summits of Denali, Mt. Logan and Kennedy, and of course down the many rivers of his home state Idaho. The greatest adventure of all, he claims, was helping to deliver his daughter Genoa.

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"BUILD IT AND THEY WILL COME."
CREATING A UNIVERSITY OUTDOOR EDUCATION CENTER

Michael Lyons
Susan Porucznik

Program Description

So, the interview went great and you landed that dream job. Here's your chance to build the program of your dreams, or should I say "the program of your new bosses dreams." Either way, the university hired you to create an outdoor education center. Quit your dreaming and let's get started.

Join the other recreation professionals, educators, outdoor enthusiast, and students in an informative look at "What is a University Outdoor Education Center?" In small groups openly discuss what you feel an outdoor education/recreation center is. What are those elements that make an outdoor center, (i.e., ropes course, climbing wall, equipment rental, resource library, cycling program, paddling program, adventure travel, activity classes, freshman orientation, etc.) What about proposals? What will the university want from you? Who will you need to talk to? What department will you be part of? Where will the money come from? Who will run the programs? What about marketing, risk management, insurance, policies and procedures, staff training, handbooks, etc. All these questions and more will be discussed.

And now that we've considered all that administrative stuff, how are you gonna get that center build? Better yet, who ya gonna get to build it? Get the scoop on a number of outstanding companies that are out there selling the stuff. Who are they and why would you want to use them? Handouts and company marketing materials from select ropes course builders, climbing wall builders, equipment providers and current associations will be provided.

Biographical Sketches

Mike Lyons is currently the Director of Carolina Adventures Outdoor Education Center at UNC Chapel Hill. Mike began developing the program four years ago. Mike has also been a public school music teacher, a manager at an Eastern Mountain Sports store, a climbing specialist for the state of CT, owned his own climbing guide service (Mountain Goat Adventures), directed the Telemark Ski School at Killington VT, and served as the Assistant Director at Interlockers International Summer Camp.

Susan Porucznik is currently the program coordinator for the low team building and high ropes course at Carolina Adventures Outdoor Education Center at UNC Chapel Hill. Susan has been part of the program for three years. Her responsibilities include management of staff at the ropes course and indoor climbing wall, organization of the equipment rental program, and hopefully future freshman orientation trips. Susan has a BSW with a minor in Recreation from Western Illinois University. Her experience ranges from working with youth at risk populations to corporate groups on the ropes course. Her interests include backpacking, climbing, and traveling. She has recently returned to school

to pursue her masters in recreation management. She also works at a local outdoor gear shop to maintain the knowledge of new gear and technologies in the industry.

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STAGES OF PLANNING INTERNATIONAL TRIPS

Renâ Koesler

Program Description

This presentation will cover the stages one needs to consider when proposing and planning trips for students, faculty and staff to international countries. Discussions will include dynamics and health of trip participants, liability, institutional regulations, academic credit, medical facilities available, knowledge and skills of the coordinator(s), logistical information presented, airfare ticket planning, etc. *Leaders and coordinators of college and university international trips are welcome to attend and add their expertise and knowledge. In addition to the discussion, a recent international trip to Nepal and trek to Mt. Everest Base Camp will be shown.

Biographical Sketch

Renâ Koesler, Associate Professor at Longwood College, teaches leisure behavior, outdoor and experiential education courses. She has traveled to several developing countries (Mexico, Kenya, Tanzania, Ghana, Sri Lanka, Nepal, and Tibet) and would like to share her experiences regarding planning trips for students and faculty/staff at educational institutions.

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TEAMWORK & TEAMPLAY

Jim Cain

A Guide To Cooperative, Challenge And Adventure Activities That Build Confidence, Cooperation, Teamwork, Creativity, Trust, Decision Making, Conflict Resolution, Resource Management, Communication, Effective Feedback And Problem Solving Skills

Corporate Meetings • Programs for Youth-At-Risk • Church Groups
Teambuilding Events • Summer Camps • Outdoor Education Programs
Training Sessions • Social Clubs • Recovery Programs • Sports Camps
Parks & Recreation Programs • Mature Audiences • Adventure Camps
Leadership Conferences • College Orientation Sessions • Youth Groups
Adapted Activities for Campers with Special Needs • Leisure Studies
Rehabilitation and Therapy Programs • Physical Conditioning Classes
After School Activities Experiential Education Programs • Campouts
Classroom Energizers Groupwork • Staff Training • Just for Fun!

NEW IDEAS FOR ADVENTURE-BASED EDUCATION PROGRAMS

Introduction

Of all the questions I've been asked in the past 10 years concerning adventure-based programs, this paper is intended to answer my favorite one, "How do you know all these things, and how can I know them too?" Here in just a few pages, are some of the best resources in the adventure education field, and the ones that I use the most. Enjoy.

In addition to the resources listed below, you'll also find a proposal for extending the adventure-based activities presented here to additional audiences.

In the Beginning

In the quarter century that I have been involved with adventure-based learning activities, I have collected a substantial amount of information and programming ideas (enough to fill nearly I 1 bookcases in my home). I have many of the same references that most folks have, such as the well worn copies of Silver Bullets, Playfair and the New Games Book. But I also have a collection of some more recent publications that are equally useful, innovative and outstanding, many of which are mentioned in the following paragraphs. In addition to providing some useful references, I hope this paper provides some useful ideas for creating new adventure activities. If you like this list, look for Teamwork & Teamplay from Kendall / Hunt Publishers - there are many more ideas there. In fact, there are over 1500 periodical articles, and more than 1000 books, newsletter, Internet resources and organizations listed in Chapter 8.

Finding the Information and Resources you Need

Libraries are incredible places, and now that even the most remote libraries are linked together, it is easy to locate even some of the more obscure texts from nearly anywhere in the country. Try searching on the following topics: adventure education, outdoor education, teambuilding, outdoor training. If you can't seem to find the information you need at a library, try the Educational Resource Information Center (ERIC) at the following address:

ERIC / CRESS P.O. Box 1348 Charleston, WV 25325
Phone 1.800.624.9120 Internet address: lanhamb@ael.org

Other sources for adventure program related publications include:

Kendall/Hunt Publishers 4050 Westmark Drive Dubuque, Iowa 52004
Phone 1.800.228.0810

ACA Bookstore 5000 State Road 67 North Martinsville, IN 46151 Phone 1.800.428.CAMP

Project Adventure P.O. Box 100 Hamilton, MA 01936 Phone 1.508.468.7981

The Internet Bookstore www.Amazon.com

Books, Journals and Other Publications

The following list contains some of the most useful, and unusual resources I have found to date.

Games

After you've read New Games (1976) and More New Games (1981) edited by Andrew Flugelman and Playfair (1980) by Matt Weinstein and Joel Goodman try Jack Pearse's book More Campfire Programs (1988) and Mike Yaconelli & Wayne Rice's book Play It (1986). I also like Chris Cavert and Sam Sikes' book, 50 Ways to Use Your Noodle (1998).

Environmental Issues

I've enjoyed The Man Who Planted Trees (1985) by Jean Giono, The Great Garbage Concert Environmental Songs and Activity Book (1991) from Glenn McClure (Phone 716.243.0324) and the NOLS publication Soft Paths (1988) by Bruce Hampton and David Cole.

Special Populations

For older populations try Jerry Elliott's book Recreation Programming and Activities for Older Adults (1991). For physically, mentally and emotionally challenged audiences try Adapted Adventure Activities (1995) by Wendy Ellmo and Jill Graser and Together Successfully (1991) by John Rynders and Stuart Schleren. For very young audiences (preschool and elementary age), read Adventure Play, by Nancy MacPhee Bower (1999).

Educational Pursuits

Two thorough books are Outdoor Adventure Pursuits (1989) by Alan Ewert and The Theory and Practice of Challenge Education (1992) by Tom Smith, Christopher Roland, Mark Havens and Judity Hoyt. For School audiences, read Into the Classroom - The Outward Bound Approach to Teaching and Learning (1997), and Adventures in the Classroom by Mary Henton (1998).

Corporate Programs

A classic is Do It... and Understand - The Bottom Line on Corporate Experiential Learning by Christopher Roland, Richard Wagner and Robert Weigand. Quite frankly, Roland and Wagner should be knighted for their contributions to this field. This publication is excellent and should be on the required reading list for everyone. Project Adventure has also published the most recent book on this subject, Adventure in Business (1999) by Smolowe, Butler and Murray.

Facilitation

Processing the Adventure Experience (1992) by Reldan Nedler and John Luckner is one of the most commonly used texts on the subject, and now there is a brand new edition of this classic text. Another excellent text is The Skilled Facilitator - Practical Wisdom for Developing Effective Groups by Roger M. Schwarz (1994). Joining Together (Sixth Edition - 1998) by Johnson and Johnson is a high level classic.

Significant Publications

Be sure to include the following publications when you are forming your own personal philosophy on adventure and challenge programs: Winning is Everything and Other American Myths (1976) by Thomas Tutko and William Bruns and No Contest (1986) by Alfie Kohn.

Challenge and Adventure Activities

By now most folks have seen the classics, such as Karl Rohnke's Silver Bullets and Cowtails and Cobras, but try The Pictorial Guide to Group Work Activities (1991) by Geoff Sanders (a British publication available from Adventure Education), Teamwork & Teamplay (1998) by Jim Cain and Barry Jolliff (ISBN 0-7872-4532-1). Also check out Adventures in Peacemaking (1995) by William Kreidler and Lisa Furlong.

Journal Articles

Two significant journal articles include How Effective is Outdoor Training? by Richard Wagner and Christopher Roland in the July 1992 issue of Training and Development and Getting the Most Out of Outdoor Training by Paul Buller, John Cragun and Glenn McEvoy in the March 1991 issue of Training and Development Journal.

Workshops

One of the most enjoyable methods for learning a variety of useful skills are the many recreation labs sponsored throughout the country. Initially started as an outreach program from universities and colleges to the rural community, these workshops have provided more than 50 years of education in leading recreation. Programs included a variety of outdoor recreation, games, program planning, song leading, adapted programs for special

populations and often include some excellent staffs, featured speakers and even university credit or C.E.U 's.

Ohio - Buckeye Leadership Workshop Annual Mid-March Workshop
Contact: Dorotha Mengert 204 Ambrose P.O. Box 217 Arcadia, OH 44804

South Dakota - Black Hills Recreation Lab Annual Mid-September Workshop
Contact: Karen Ward Box 134 Springdale, Montana 59082

North Carolina - LIFE Training Fall Workshops
Contact: Clare-Marie Hannon NCSU 4-H Office 252.766.0131

Organizations

One of the most well known and international organizations in the field of challenge course and adventure-based education is the Association for Challenge Course Technology. They offer memberships, challenge course building standards, a yearly conference (Orlando in 2000, Albuquerque in 2001, and Nashville in 2002). You can also find knowledgeable challenge course builders via ACCT.

ACCT
468 Salmon Creek Road
Brockport, NY 14420
Phone: 716.637.5277
E-mail: acct@acctinfo.org
Website: www.acctinfo.org

Adventure Training Programs

The following organizations offer a variety of training events throughout the year, some of which provide training in challenge and adventure related programming.

The Adventure Education Center 123 W. New England Avenue Worthington, OH 43085
Project Adventure P.O. Box 100 Hamilton, MA 01936

Bradford Woods 5040 State Road 67 North Martinsville, Indiana 46151

The National Challenge Course Practitioner's Symposium
An annual conference in February.
Phone 303.673.9832

Where Should I Go Next?

This next section was originally published in Teamwork & Teamplay, Chapter 9, as "Free Advice."

Intelligent is when you only believe half of what you hear.
Brilliant is when you know which half to believe!

Considering all of the zillions of workshops, conferences, camps, meetings, planning sessions, training days, challenge programs, classroom activities and similar events that have

happened in the past 25 or so years, it is pretty likely that by now, we have formed some definite ideas about the nature of challenge and adventure programs, the program leaders that facilitate these activities, and the participants that come to be a part of it all. On the other hand, seldom does a day go by when we are not personally challenged by a thought or technique that we have heard for the very first time, causing us to constantly rethink what we know and value. So, given these experiences, and our personal thoughts as well, here are a few words of advice for those attempting to be a part of this wonderful adventure.

1. Read everything you can about challenge and adventure programming. It is no accident that there are hundreds of listings in this book for periodical articles, Internet resources, books, manuals and other reading materials just waiting for your eyes to visit them. Why should the bookcases in your house be any less full than ours? Start leaving book lists, with author's name, tide and ISBN number around the house near the holidays or your birthday. Go to the library before a long holiday break and pick up a few classic gems on challenge and adventure programming, experiential education, or groupwork activities.

2. Volunteer. There are many organizations that would love to have someone volunteer their time to share challenge and adventure related programs with their members. Summer camps, sport leagues, colleges, corporate groups, staff training sessions and many others are looking for program assistance on a continual basis. By volunteering, you establish yourself as a resource, and you will typically be exposed to a variety of activities that you may not have seen before. You will also have the chance to work with a variety of populations. All of this is valuable experience. The more opportunities you have for polishing your presentation of an activity, or for practicing your facilitation skills, the better you will be.

3. Share. Share your activities with others working in this field, share your stuff (your ropes, your props, your rubber chickens), share your worst nightmares and highest hopes for this field. Share your ideas in writing. There is probably, not a newsletter editor out there that has enough material each month to fill their space. Write it down, and tell the world. When someone shows you a neat idea or activity, give them one back.

4. Give credit where credit is due. Even the most individual thought was probably generated as a result of exposure to someone else's ideas. Thank people when you borrow their ideas, or present an activity they created. A good friend once presented an activity at a conference and credited the author that had created it. Little did he realize that the author was in the audience at the time. Not only did he make a new friend that day, but he was asked to speak at the author's organization the next week. It takes so little to say, "here is a great activity that I first learned from Denny Elliott at an Ohio 4-H conference..... And the folks that gave you that gem are likely to give you others, knowing that you gave credit where credit was due.

5. Join professional organizations that promote challenge and adventure programming. There are a variety of local, state, regional, national and international organizations (AEE, ACCT, ACA, NSEE) that provide resources, conferences, workshops, professional accreditation, skill enhancement and networking opportunities. Attend a

conference or a workshop and see what these organizations have to offer you, and what you may have to offer them.

6. Find out who else in your region is working in this same arena, and visit them. There are probably people in your neighborhood that work with programs utilizing challenge and adventure activities. Check out the membership listing of organizations to find them. Check out local day and resident camps. Many schools and colleges also have challenge programs.

7. Find a mentor. Learn their philosophy, know what they know, and then make it your own. Find out what works, how they do it, who they based their opinions on. Read what they have read, go where they have gone, and invite them to see you in action. Most of us can benefit from the advice and critique of a kind mentor whose opinions we value. Not all mentors are alive however. If you can't happen to find a living mentor, you can still find quite a bit in print from some of the more prolific writers in the past 2 centuries.

8. Have lunch. Once a month, have a lunch somewhere and invite others working in your field to join you. One group we know meets once a month, and in order to join the group, you have to bring 3 new activities to teach the group. The membership is diverse, but driven by the love of adventure programming, and the quest for the perfect lunch.

9. Go outside of your own comfort zone. If you are asking your group to extend themselves and move outside of their comfort zone, you must be willing to do the same. This may mean that you volunteer to teach activities on a day when you know it is going to rain, or when the conditions are not ideal, or for a group that is a little bigger than the last group you worked with. The point is to grow, but never, never sacrifice the safety of the event. Remember creative cheating and rule bending doesn't apply when there is a genuine safety concern. But in matters of personal preference, as a facilitator, you can probably do more than you realize, so go out there, find your limitations, and push them further.

10. Be willing to learn from your mistakes. Face it, you are going to goof up. Your ability to handle it when you do will make all the difference. Aside from any obvious safety blunders, you are going to experience a variety of situations that really push you off balance. If the participants in your group are there to learn, why should the experience be any less for you? Admit it when you make a mistake. Learn from it, and then move on.

11. Get some training. While there remains no individual program that is the apex of challenge and adventure programming, there are quite a few organizations around the world that provide significant training opportunities. Some colleges offer classes for credit. Some camps and outdoor programs provide internships and study programs. Many rope courses offer seasonal training with yearly refresher courses. First aid and CPR certification are good to have. How about advanced skills such as WFA and WFR too?

12. Show some respect. As a challenge facilitator, you will be in the position to influence the thoughts and actions of everyone you work with. Some participants will appreciate a kind word of encouragement as they attempt a new activity. Some can use a useful hint or a friendly hand reaching out to help them. Everyone will appreciate your respect. Even when it is raining, and your group is in chaos, and 20 minutes have gone by and they are still only halfway through River Crossing, even then, simple courtesy and respect will help you keep control of the situation, and maintain the confidence of your group.

Summary

There are hundreds of sources for information about challenge and adventure activities. Some come in the form of books and journals, some are published in graduate papers and doctoral theses, some are in the microfiche of ERIC, and some of the really good stuff is in the hearts and minds of practitioners - like you! I hope you find these resources and activities new and exciting.

Biographical Sketch

Jim Cain is the author of the adventure–based teambuilding book, *Teamwork and Teamplay*, the Executive Director of the Association for Challenge Course Technology, and the Manager of the Cornell University Corporate Teambuilding Program.

For further information on adventure-based learning, teambuilding programs, and rope courses, contact:

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MANAGING FIELD EVACUATIONS

Jay A. Satz
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If you work with a quality outdoor education, service or adventure program -- whether you are a professional outdoor leader in the field or an administrator on the staff -- your utmost priority is the safety and well being of every student and staff member. As a result, a large portion of your organization's planning time and training is devoted to anticipating and preventing incidents, and developing emergency response systems and plans should an emergency evacuation become necessary for one of your programs or courses. But as we all know, despite due diligence, stuff happens. This paper will highlight key issues to consider when responding to significant issues in the field requiring evacuation.

Many of us in the "industry" have gained significant experience in emergency response in outdoor settings through work with local search and rescue organizations, with federal professionals in the National Park Service, US Forest Service (and others), or working with ambulance services. All of these types of outfits provide quality services that have been responsible for saving many thousands of lives, using time tested protocols and procedures that guide the rescuer in the performance of her or his service.

One of our greatest challenges in this business of outdoor programming however, is that it is often difficult to put up "the wall of professionalism" we have been trained to build that separates us from the human drama, trauma and sometime tragedy of the situation we are responding to. The reason this happens, of course, is that rather than coming to the aid of patients we have never met, the patient will likely be a member of our group of wilderness travelers, often a young person, and perhaps even a colleague or long time friend. And, we may in fact, as many outdoor leaders are, be *responsible* for a decision that led to the original incident.

Despite the fact that the heightened standards in risk management and prevention programs now prevalent in our industry has reduced the number of incidents per participant days, statistics and experience tell us that incidents still will occur. In the event of a debilitating injury or illness, regardless or our relationship to the patient, there are four critical phases that outdoor leaders should consider in successfully managing backcountry field evacuations. These guidelines borrow in part from the Wilderness Medical Society's *Practice Guidelines*, edited by W.M. Forgey, MD.

- Manage the incident to minimize risk to the remaining party and to provide appropriate patient care.
- Determine the most appropriate evacuation response to the incident.
- Transfer patient care to third party rescue personnel (if not performed by your own organization).
- Manage stress during and after the incident to improve your success rate for all of the points above.

The following sections will highlight strategies and actions you should consider in managing evacuations to meet the above goals.

Managing the Immediate Scene

"Don't just do something...stand there!"

Safety is your number one priority. But you must stop and assess the scene before you assess the patient(s). *Before* you touch your patient, ask yourself four questions: What happened? Are you safe? Is the rest of your group safe? Is the injured/ill person in a safe environment? Think before you act. As soon as patient care begins, your ability to assess the larger scene for safety and mechanism of injury is greatly reduced by your specific focus on the patient.

Despite both your training and experience, managing a critical scene is very stressful and can be overwhelming. Imagine how you would feel if you were group leader of young adults, and your choice of a route proved to be unsafe and led to the injury of two of your students. As we mentioned earlier, unlike rescue personnel who maintain a level of "distance" from an anonymous patient, outdoor leaders typically know and are responsible for their patients. Another critical factor in this scenario is the possibility that, in some instances the leaders may have played a role in causing the initial incident. It would be easy to become totally overwhelmed at such a moment.

The leader must be able to control these emotions in order to focus on the important issues of the moment -- assuring scene safety, medical care of the patient, instituting the emergency response plan, and providing for the needs of the uninjured group members. Distracting emotions and concerns need to moved into the "To Be Dealt With Later" file. These might include (but certainly not limited to) pity or fear, thoughts about the long-term outcome of the illness or injury, guilt and feelings of personal responsibility, and the potential for professional and legal consequences. Although you must deal with these issues at some point after this critical stage, for now you need to concentrate on more immediate needs. By recognizing that these concerns will loom up in the midst of your initial response and anticipating them as absolutely normal and appropriate, you will find it easier to focus your energies on the task at hand.

The Evacuation Spectrum

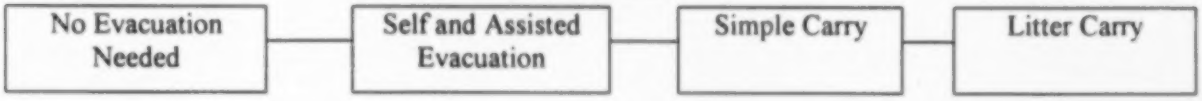
"Today is a good day to get hurt!"

As a leader you should be able to wake up and say "this is a good day for me or a member of my group to get hurt. My group is healthy, well fed, well hydrated, in good spirits, and we have a well thought out emergency response plan should something go wrong". If you cannot say this at the beginning of each and every day, then as a leader, you need to address and correct this problem. As a leader, remember to focus on injury and illness prevention.

Your main objective is obviously to prevent accidents and illness so that incidents and consequently, evacuations, become unnecessary. Fortunately, most injuries and illnesses are minor and can be addressed and treated in the field. But there is a second, more subtle, level of prevention that needs to occur to prevent the injury or illness from progressing from the left side of the evacuation spectrum to the right side (see below). For

example, by continuing to assess and treat an injury as simple as an infected blister you may be able to walk your patient out rather than having them become weakened through a progressive infection. It is important to continue concentrating on this second level of injury and illness prevention after the initial incident has occurred to keep the injury/illness from progressing.

Evacuation Spectrum



There are many variables to consider as you assess backcountry emergencies. We will cover some evacuation criteria later, but these criteria must be evaluated within the context of the evacuation spectrum. The spectrum's first category is "No Evacuation Needed." You make this decision after determining that you can handle the situation where you are.

The second category is "Self and Assisted Evacuation". Here the patient can self-extricate with little or no help. An example is a patient with an early urinary tract infection (UTI) who is ill but still able to walk (ski, paddle, whatever) out of the backcountry.

The third category is "Simple Carry". This same patient becomes too weak to walk, but is strong enough (and the terrain forgiving enough) to be carried out by one or two team members. This evacuation will be slower than the "Self and Assisted", and is the first category where we really begin to worry about rescuer and patient safety (particularly falls and back injuries). This method is obviously not an acceptable choice for any patient needing cervical spine protection during transport.

The fourth and final category of the evacuation spectrum is the "Litter Carry". The patient is now too weak to hold on for a carry, is unresponsive, or needs immobilization to protect known or possible fractures. Litter carries are fraught with peril, and should be avoided whenever possible. They are very time-consuming, expensive in terms of resources, and dangerous for all involved, including the patient. So that you do not underestimate what a litter carry involves, consider this:

You would need to have six to ten people carry the litter, depending upon the size of the patient and rescuers, and the nature of the terrain to be covered. You would optimally have a person in charge, directing the carriers. Even under the best of circumstances, progress will be very slow and rescuers will become fatigued. Under difficult circumstances – a large patient, only six rescuers, bad weather, steep, rugged terrain -- progress will be extremely slow and rescuers will soon become exhausted. Exhausted rescuers bearing a load over uneven terrain are at high risk for injury. Finally, it is extremely difficult to provide ongoing medical care to a patient being carried in a litter. >From airway management to assisting with voiding, all patient management interventions are complicated under these conditions.

A final note here is that significant outside intervention, specifically life flight or other helicopter support, falls in at this end of the evacuation spectrum as well. Flights offer incredible support under the right circumstances, and usually bring the patient into the realm of increased medical care quickly. They are, however, extremely expensive, and more importantly, not always available due to weather, darkness, landing zone considerations,

commitments to other duties, or restricted access in designated Wilderness areas. When they do fly, they are also putting additional personnel at increased risk.

Two important points need to be made as one evaluates their situation relative to the evacuation spectrum. First, this is a dynamic process. We manage evacuations the same way we manage the medical care of patients: we assess, intervene, then re-assess. Leaders must be flexible and not blindly adhere to a plan because "that's what we decided." The plan may be altered as the patient's condition and/or backcountry variables (weather, etc.) change.

Second, when in doubt, get the patient out. Whenever possible, stay on the left side of the spectrum (where no carries are involved). Some patients, by virtue of the illness or injury suffered, will require a litter carry. It is sometimes unavoidable. What you want to avoid is staying in the backcountry with a sick or injured patient (who yesterday could have walked out) whose condition deteriorates, and now must be carried out.

Once the decision to evacuate is made, there are a number of inter-dependent variables to consider, each of which may hasten, postpone or change the method of evacuation. Evaluate weather. You may have everything in place for your group to litter-carry your head-injured patient off a high mountain ridge. But if three inches of wet snow fall, making the already loose scree wet and slippery, you might want to reconsider your decision. Depending on terrain and your distance from civilization, deteriorating weather can make you want to go, or stay. You may think, "the weather is closing in, so we'd better get out of here while we can." Or, you may think, "with this weather closing in, we'd better sit tight until things clear." It depends on your patient's condition, the terrain, and your location.

You must also consider the other members of your group. The obvious part of this is skills and equipment. If no one knows how to construct a litter, or if materials are not available, another plan must be considered. The more subtle assessment is the mental and physical readiness of the members. If some are physically exhausted or mentally distraught, they probably should not embark upon an arduous litter-carry.

Evacuation Criteria

Making the decision to actually evacuate is a challenging one, so it is helpful to have set criteria to compare to the variables of your specific situation. We have placed reasons to evacuate into eight categories, as outlined in the chart below. The following outline is intentionally brief and does not include all injuries and illnesses that an outdoor leader might encounter.

1. Immediate Threat to Life	5. Cosmetics
2. Immediate Threat to Limb	6. Mechanism of Injury
3. Malaise	7. Psychological
4. Pain	8. "Other"

The first category of evacuation criteria is Immediate Threats to Life. These include patients with an unmanageable airway, acute respiratory distress (struggling to breathe, cannot sleep or are awakened due to shortness of breath, or have difficulty breathing while at rest), signs and symptoms of shock, and/or those with a deteriorating level of consciousness.

The second category, equally obvious, is Immediate Threats to Limb. These include patients with severe orthopedic trauma (any fracture or any injury resulting in the loss of distal circulation, movement or sensation), suspected spinal trauma, and/or significant blows to the head (leading to changes in the level of consciousness).

The third category of evacuation criteria is Malaise. This includes patients with signs and symptoms of progressive infection (increased redness, pain and swelling, "streaking" in lymphatic system towards the heart, fatigue, significant fever, swelling in lymph glands). Other symptoms include the inability to tolerate oral liquids for more than twelve hours, true diarrhea for more than twelve hours, signs and symptoms of dehydration (weakness, headache, lethargy, dry mucus membranes, low urine output, dark urine), and progressive or unexplained weakness (dehydration, infection). A final concern is significant fever, defined as any fever at all over 102 degrees F, or any fever over 100 Degrees F for longer than twelve hours.

The fourth category of evacuation criteria is Pain. This includes severe pain with a sudden onset that is constant or getting worse or any significant pain that does not abate after twelve hours. Other concerns include abdominal pain accompanied with signs and symptoms of shock, females with unexplained abdominal pain, and any chest pain that you fear might not be from musculo-skeletal origin.

The fifth category of evacuation criteria is Cosmetics. This is an area that is often not considered, but leaders and organizations, especially those serving youthful clients, should be particularly concerned with injuries that could potentially scar and/or limit function. This is particularly challenging because of the "teenager immortality factor." Occasionally, teens do not care about small scars of the face, head and neck and will resist evacuation. Since timely closure/plastic surgery does, in some cases, reduce scarring, we must remember that their parents might care very much. So, we urge you to strongly consider evacuating those patients with potentially scarring injuries of the face, head and neck and/or potentially scarring injuries to joints.

The sixth category of evacuation criteria is Mechanism of Injury. It is crucial that providers understand the importance of this category. Young, healthy people (frequently those we deal with in the backcountry) often tolerate trauma well. They can be suffering significant internal bleeding (especially from blunt trauma to the head, chest and/or abdomen) even though the initial exam might show only minimal signs of injury. The patient may be able to compensate for many hours before external signs of distress are visible, during which time a valuable opportunity to evacuate may have been lost. Examples of mechanisms of injury necessitating evacuation even in the absence of signs or symptoms of distress include any fall greater than fifteen feet, any other "significant fall", factoring in which body parts impacted and upon what type of surface, and any trauma that results in *any* loss of consciousness.

The seventh category of evacuation criteria is Psychological. Evacuate any member of the group that poses a threat to themselves and/or to others. Unstable group members can cause crises all on their own, and can make dealing with other emergency situations that arise much more difficult. Generally, you should consider other behavioral and discipline issues under this category as well.

The final category of evacuation criteria is "Other". This includes patients with suspected (but not obvious) fractures, and wounds with progressive infection. Burns are almost in a separate category. You should consider evacuation for burns to hands, feet, face or genitals, 2nd degree (partial thickness) burns over more than 1% of the patient's body

surface area (an area equal to the size of the palm of the patient's hand), and any 3rd degree (full thickness) burn.

Above all, when assessing whether an evacuation is necessary, consider these four "golden rules" for making the "Go" decision to evacuate:

- **Think.** Evaluate the scene for potential dangers and the mechanism of injury. Assess your patient(s). Consider all variables. Then make a plan.
- **Use your gut instinct** (and err on the side of caution). Trust your gut instinct and your medical training. Do the pieces add up? How does the person look?
- **Do it sooner rather than later.** Once you make the decision to cross the threshold and evacuate, do it sooner rather than later. Do not allow a person to become incapacitated before you make the decision to evacuate.
- **Do not rush.** Although you should follow the "do it sooner" rule, once you make the decision to evacuate, delaying the evacuation by a few minutes most likely will not change the outcome. Take time to educate your group, gather materials, and execute your plan. Do not create more patients or exit the scene with insufficient information by rushing your evacuation.

Transfer of Patient Care

The end game of evacuation is transfer of the patient to professional rescuers (Search and Rescue, ground or air ambulance crews, or clinics). This transfer goes more smoothly for all parties involved (your group, the rescuers, and the sometimes-forgotten patient) if a few general guidelines are followed. First, whenever possible, designate a leader who will be the main communicator, and have that person speak with the rescue team leader. This greatly simplifies what can be a very confusing interface. Also, having a concise, legible written report is extremely valuable.

This can be a difficult time emotionally for your group. Your members will have invested much of themselves in this process. It is difficult to let go of the patient, even when you are convinced that the patient's needs are being met. The transfer leaves a void. Offer your group's help with logistics, but realize that your help may not be needed at this time. Tell them everything you want them to know. They may be in a big hurry, but this is probably your last chance to tell your story, so if you have important information make sure it gets relayed.

This sense of separation can be especially troubling if group members (or you) have concerns about the abilities of the rescue team. Most often, these concerns are actually about communications issues that are easily resolved by slowing the quick pace of action down enough to clearly communicate your expectations. This is of particular importance if the patient is a minor, for whom you (or your organization) hold *en locus parentus*, i.e., legal authority over that minor patient's care. Knowing where the patient is being taken for treatment for example, is something rescuers don't always view as an important item for you to know versus getting that patient out of the mountains quickly. But it obviously remains important to you.

Occasionally though, there may be very legitimate concerns that the transfer may actually result in a decrease in the level of medical care your patient will be receiving. You may determine that you have greater experience, and/or hold a higher level of medical certification. If, as leader, you feel that the rescue group cannot meet your patient's needs, then you will have to be creative. Options to consider include accessing another rescue group, continuing the transport yourselves, or pooling resources with the rescue team

(recognizing that you cannot abandon your group without leadership). Either way, the leader can expect the members of the group to experience a sense of loss at this time. Try to anticipate and be sensitive to this. If your perception is that there are frustrations and anger amongst members, it might be best to let matters settle for awhile before addressing them. But if people seem generally satisfied with the intervention, but sad at the transfer of responsibilities, it might be a good time to take a break and talk about things. Whether the patient outcome is positive or not, the astute leader will recognize that people will need to talk about the events, and that the timing of the conversation can be as important as the content.

Finally, even under the best of circumstances, with a strong and confident team coming in, you still need to consider your responsibility to the patient. If you have a leader to spare, she or he should most likely accompany the patient out. Once the rescue is complete, the patient (perhaps a minor) may be alone in a hospital far from home, in need of an advocate. Your organization may also be able to provide this support, or you may not be in a position to leave your group, but you should also be thinking about what happens once the patient is successfully extracted from the scene.

Managing the Rest of Your Group

As a leader facing a debilitating or perhaps life threatening injury or illness, you are responsible for both caring for the patient and still providing leadership for the rest of your group. It is important that both the injured person and the rest of your group see that you are in control of the situation and not being controlled by it. In the midst of the tremendous stress of such a situation, remember to care for yourself as well. Once the injured person is stabilized, calm and (relatively) comfortable, you may want to step away for a moment to give yourself space to plan what you will do next.

You need to consider several things at this point. First, the members of your group are now prime candidates for becoming additional patients if you are dealing with an unsafe scene or other significant unfavorable environmental factors. Second, this group is a potential treasure trove of assistance to both you and the patient. And third, individuals in the group may be in a better position to see the precariousness of the situation, and thus are equally, or in some cases, more susceptible to stress than the patient. It is extremely important that you share your confidence in both their ability and your own to successfully handle this situation. Be as upbeat as possible, but also be truthful.

Involve your group in helping you administer first aid and evacuate the injured person as much as is possible and safe. In doing so, you will begin to relieve their stress. If you have discussed safety and your emergency response plan, they will be mentally prepared to pitch in. Involve members who do not appear to be comfortable working with or near the patient with setting up shelter, preparing and distributing food and water, or other such tasks.

If anyone on site becomes a nuisance rather than helpful, direct him to perform another task unrelated to the first aid/evacuation. If you suspect he may be suffering from emotional shock, have him work with a partner who can keep an eye on him. Managing stress in the patient, yourself and the rest of the crew may be the hardest and most important thing you do to ensure a smooth evacuation. Keep at it.

Managing Stress in the Field

Perhaps the most sincere and oft spoken lie to pass the lips of an outdoor leader in crisis management mode is "I'm okay". The leader(s) job is to take care of everyone, including him or her self. Maintaining the perspective discussed earlier about time appropriate concerns versus immediate needs can help control stress in the midst of the incident response.

While you are still in the field, pay attention to basic needs. Shelter if necessary and hot food and drinks, if possible under your circumstances, can really help alleviate anxiety. Laughing and joking (sometimes necessarily out of earshot of the patient, and sometimes involving the patient) may seem macabre to some, but it also stimulates endorphins, as well as a sense of perspective that is calming. Playing hacky sack or Frisbee, or simply reminding people that it is okay and appropriate to continue to appreciate and be in awe of their surroundings does wonders to reduce stress.

If you are fortunate enough to be in contact with the outside world via radio, cellular or satellite telephones, this will often help you manage your own stress, and it will certainly be a great source of comfort to both the patient and the rest of the expedition. But it can also be a double-edged sword for you as a leader. If this communication is utilized to commence the evaluation of the incident and the response, or to superimpose administrative oversight of the decision making process for the incident response, on- sight stress will skyrocket.

Footnote [SCA's policy, as well as many other organizations, is to put our full effort efforts and resources into supporting our leaders managing a crisis in the field, assuring that critical decisions remain with our leadership on site. As it is not in the best interest of the leader to be concerned about blame, responsibility, or for second guessing any earlier decisions at this time, so that is true for the organization as well.]

Managing Stress Post Incident

Stress *seems* to evaporate upon the conclusion of an evacuation, regardless of the outcome. There is relief that decision making is over, and exhaustion often plays a key role in making it feel as if everything is now behind you. If the outcome is positive, euphoria may also play a role in making the stress seem to disappear. The reality is however, that stress is very much present, and it is not about to dissipate without proactive work.

For your remaining students or group members, it is time to let them know that signs of stress will either continue to manifest themselves, or will likely reappear. These signs include irritability or antisocial behavior, changes in sleep patterns, or changes in eating habits. You may also need to deal with issues of loss of trust in your leadership, or profoundly, a loss of their own sense of ability or possibility of being safe in the environment in which the incident occurred.

It is also important to have members of the group express what they are thinking and feeling in an atmosphere of trust and safety, as much as that is possible. Talk about what the worst, and best, things were for them during the incident and evacuation. Help them find pride in their role in the successes, and to find proportion and perspective regarding things that may not have gone as well. Most importantly, do not attempt to talk anyone out of how he or she is feeling. Let them know that you understand that he or she is feeling that way, and that while you all are still in the field, you are available to discuss either these feelings or other concerns whenever they need to.

As a leader, you need to be concerned that you don't fall prey to the "I'm okay" syndrome. Your very first question to yourself should be "do we stay in the field?" There will certainly be situations when it makes sense to stay, but now is the time to rely on your organizational or program protocols, or advice or direction from administrative staff. Both the decisions to stay in the field, and to determine how to manage the emotional and stress issues related to the event, should not be based on the outcome of the evacuation alone.

Even if the evacuation was a textbook model of stellar success, you will likely have some significant issues to resolve – all of those emotions you earlier put into the "To Be Dealt With Later" file. The questions you ask yourself may include "could I have done a better job?" Or "was my original decision that led to the incident a poor one?" You will want to ask those questions to others, and members of your group (even other leaders) are not necessarily going to be an appropriate audience.

It is at this point where the Critical Incident Stress Debriefing (CISD) process becomes extremely important. Leaders and all members of the group should debrief under the facilitation of a non-involved party with expertise in CISD, to begin to process the event. This allows the group to articulate feelings about any potential sense of loss, and other emotions such as anger, helplessness, or perhaps even guilt over a sense of pride in a job well done when the outcome was still not positive [see NOLS Wilderness First Aid, Stackpole Press, Chapter 21, Stress and the Rescuer]. It is also important to recognize that even if the outcome of the event is excellent, and the patient is no longer in danger, that the need for CISD will still be likely. Don't fall into the trap of thinking that you can base the need for this important emotional processing on how things end up working out.

Conclusion

At the conclusion of any evacuation, and after the critical incident debriefing process, there does need to be an evaluation of both the incident, and the response to it. While this may add to the leader's stress level, this should also be viewed as normal and important. Any organization of quality and repute, as well as any leader with pride in the high standards of professionalism of our field, will welcome and demand the opportunity to analyze decisions and assess performance. Once you have been fully supported in the field, it is not only an administrative responsibility to second-guess decisions and conduct, but as an outdoor professional, this is your responsibility as well. It is by doing this type of assessment that organizations grow, outdoor professionals deepen their experience, and the industry as a whole does a better job of managing risk in our chosen program environment.

The subjects touched upon in this article are basic to considerations of field evacuation, and of course, there are many more issues to consider. However, what is critical to the success of any response to a field emergency is preplanning, training, and an institutional commitment to the highest standards of wilderness risk management.

The authors wish to acknowledge the contribution to this article made by John Bleicher of the Aerie School of Wilderness Medicine. We also offer an appreciation to William "Doc" Forgey, MD for his continued positive contributions to the field of wilderness medicine and risk management, many of which are reflected herein.

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Closing Speaker:

Margo Chisholm, The Freedom Coach

Margo Chisholm is the author of *To The Summit: A Woman's Journey into the Mountains to Find Her Soul*, in which she chronicles her journey from near death as a result of multiple addictions to climbing the Seven Summits, the highest mountain on each of the seven continents.

As a professional speaker, Life Coach, workshop leader, and practicing psychotherapist, Margo's mission is to assist her listeners, readers and clients to be more of who they are, to climb their own mountains, inside and out, and to live the lives they dream of. Using projected images of her climbs, Margo employs the analogy of climbing mountains to emphasize to her audiences the importance of listening to their hearts, moving beyond the limits they have placed upon themselves, and experiencing victory in the process of living rather than in the end results. Her topics include:

The Summit Is Only the Excuse For Being Here
Climbing Mountains Inside and Out: Discovering Your Internal Everest
Beyond The Summit: Life Doesn't Have To Be Hard
Living From The Heart: A Recovering Addict's Extraordinary Life
Working From The Heart: Creating A "Who" Career Rather Than A "Should" Career

Margo has been speaking for five years to groups which include:

Youth Group Conferences
Business Associations
Annual Meetings
High School and Elementary School Groups
Non Profit Fund Raisers
Health Resort Groups

The passion that fueled Margo's climbing is evident in her presentations as she shares with her audiences her Truth that anything we dream is possible, that it happens one small step at a time, and that the victory lies in the journey itself.

Margo says, "If you have all the freedom, joy and satisfaction you want in your life, that's fabulous. If you don't I'm the one to call." Contact Margo to find out how she can facilitate you, your employees, your colleagues, your friends in having more of what you want in your life and less of what you don't want.

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OUTDOOR PROGRAM MODELS: PLACING COOPERATIVE ADVENTURE AND ADVENTURE EDUCATION MODELS ON THE CONTINUUM

Steven P. Guthrie

Author's Note: During the conference, Ron Watters presented a history of the Common Adventure philosophical model. During his presentation, he made reference to an unpublished paper I had sent him back in 1997. This paper is presented here as a complement to his presentation.

In two articles on the programming models used by outdoor programs, Watters (1986, 1987) distinguished essentially four program models and placed them on a continuum which ranged from the Common Adventure model (with minimal organizational structure and leadership control) to the Guide Service model (in which leaders are fairly autocratic and trips are highly structured). In between, he placed club programs and instructional programs, as follows:

Least Organizational Control			Most Organizational Control
Common Adventure	Clubs	Instructional/ School	Guided/ Packaged

A paradigm of the Guide Service model are catered rafting trips in which clients are merely along for the ride and have minimal responsibilities and no involvement in decision making. At the other extreme are Common Adventure trips which generally have no designated leader, no formal structure, are run democratically or consensually, and in which participants are free to do whatever they want.

Since a goal of Instructional Programs is to teach students skills, participants in Instructional Programs tend to be more involved in the overall process than in Guide Service trips. Due to their educational goals, Instructional and School Programs are necessarily fairly structured and tend to be primarily leader directed; on the other hand, clubs tend to be less structured, in part because their goals are more leisure or recreationally oriented. Clubs are more structured than Common Adventure programs, but less structured than Instructional or Guide Service programs.

Although his articles provide an excellent introduction to different program models, the continuum could be developed further; for there are two other program models which have been extant for several years, which were not explicated by Watters nor have been made clear in other literature-- these are the Cooperative Adventure Model and the Adventure Education Models.

The goals of this article are: 1a) to suggest that Watters' Club model is better called a Cooperative Adventure model; 1b) to explain briefly the Cooperative Adventure model; 2a) to make a distinction between two types of educational models (Instructional Programs and Adventure Education); and 2b) to place them separately on the Watters' continuum.

This article suggests modifications of Watters' conceptions of the continuum of outdoor program philosophies. For a more thorough understanding of the issues and the philosophies, one should refer to either of Watters' original articles. There is much in the originals which is not covered here.

The first change I propose is that what Watters calls the Club model would be more appropriately called a Cooperative Adventure model and I would distinguish the Cooperative Adventure model of program leadership from the Common Adventure model.

The Common Adventure Concept

Most private trips are common adventure trips. A common adventure trip is the trip people go on when they go out with a group of friends and acquaintances. In the late 1960s, the Common Adventure Trip Program was developed at the University of Oregon and spread to several colleges and universities around the West and Mid-west. The Common Adventure Outdoor Program model attempts to facilitate common adventure trips. A Common Adventure Outdoor Program expands the idea of common adventure trips among friends to assist people who may not know each other in getting together for trips. It essentially functions like a trip board by assisting in communication and encouraging/facilitating people with shared interests to go on Common Adventure trips.

I use the uncapitalized phrase "common adventure" to refer to common adventure trips not organized through an outdoor program and the capitalized phrase "Common Adventure" to refer to a trip facilitated by a Common Adventure Program. A key difference between typical common adventure trips and Common Adventure trips is that Common Adventure trips should not be "closed" trips. That is, they should be open to the general community, not just to a select group of friends or acquaintances. Trip initiators who try to set up closed trips are not functioning within the Common Adventure spirit or philosophy.

A Common Adventure Program will provide a trip board for trip initiators to initiate a trip; perhaps a meeting room for initiators to conduct planning meetings; typically a sign-up sheet to allow people to express interest in the trip and to allow initiators to contact interested persons; often resource materials (maps, guidebooks, lists of suggested equipment, handouts on first aid, hypothermia, frostbite, minimum impact, etc); and a clear philosophy of Common Adventure. Further, such a program will typically have outdoor equipment, and maybe a van, for trip members and organizers to rent.

It's important to realize the a Common Adventure Program will <u>not</u> in any way screen, vouch for, or certify initiators, because initiators are not the leaders. A crucial part of the Common Adventure philosophy is that the participants must understand roles and responsibilities of participants and trip initiators-- in particular they need to realize that initiators are not leaders; rather, every individual person in the group is responsible for their self and for leadership. Furthermore, all costs are shared equally-- initiators are not leaders, and deserve no special price breaks as leaders of their trip.

Common Adventure trips are, therefore, "leaderless" trips; that is, they have no formally designated leaders. And typically, participants in an established Common Adventure Program will rebel if any one person actively attempts to become "The Leader." Although there are no formally designated leaders, participants assume a variety of leadership roles. Consequently, informal leaders often emerge and some may be more influential than other participants. However, since there are no formal leaders, there is no one formally or legally responsible for the participants. Further, there are no rules, structure, or guidelines imposed on the participants by the Program. The only control exerted comes from governmental laws and regulations that any outdoor participant is expected to follow.

Thus a Common Adventure Outdoor Program provides a structure which facilitates the existence of Common Adventure trips, but the trips themselves are not formally structured; the only structure, if any, comes from the participants themselves as they work together (or maybe do not work together).

The Common Adventure model can be quite effective in regions where there is a large pool of skilled participants who desire to promote the activity by sharing their skills and knowledges with the less experienced. But it also requires a pool of participants who are comfortable with the non-structured leadership and learning environment provided by the Common Adventure model. The model is less likely to work where there is no pool of experienced practitioners willing to spend their time to share their knowledge; and those who are expecting formal, predetermined structure and designated leaders tend to be dissatisfied with the Common Adventure model. The Common Adventure model can be a good model for a club program (despite Watters' distinction between clubs and common adventure programs). This point is discussed below.

A major advantage of a true Common Adventure Program is liability. Because the institution exerts no control over leaders and trips and no person is in charge, the institution assumes no legal responsibility. It is important to be aware of the distinction between a Common Adventure *Program* and a Common Adventure *trip* which a program helps facilitate. From a liability perspective, the Program can receive institutional support. So long as leaders are not paid to lead trips, nor are they in any "vetted" (checked, monitored, trained by the program, then the program is probably protected from liability. However, if a program starts providing leaders, training or supervising leaders, or paying leaders to run the trips, then the trips, leaders, and program no longer receive protection from liabillty. They are then becoming what Rennie called "Cooperative Adventure" trips.

The Cooperative Adventure Concept

What was originally called the Cooperative Adventure Model evolved from the Common Adventure model. Rennie (1985) may have been the first to note the distinction between the two. He pointed out that some programs which were calling themselves "Common Adventure" were providing leaders with greater or lesser degrees of experience and training, and were giving incentives (subsidized expenses, access to free equipment, perhaps small stipends) for leaders to lead. (Of course, the nature of the incentive varied with the institution.) At the same time these programs were trying to preserve the benefits of the Common Adventure model-- interpersonal cooperation, the freedom of choice, self-reliance among the participants, and the need for responsible decision making by the participants. Rennie argued that those programs were no longer truly Common Adventure programs and suggested the term "Cooperative Adventure."

Some (Moss, 1996) go so far as to assert there are no true Common Adventure Programs extant in this country.

In addition to university programs which have evolved from the Common Adventure model, there are non-college outdoor programs which consciously set out to use a Cooperative Adventure model. These programs have active training of leaders and an organizational framework which encourages an active dynamic program. Watters cited some weaknesses (e.g., a need for active leadership, poor teaching, rigid structure) which have been seen in club programs. However, for the non-college club programs, the weaknesses of some club programs which Watters cited do not necessarily apply.

Common Adventure and Cooperative Adventure trips are both cooperative in nature. But Cooperative Adventure programs provide leaders (who have greater or lesser degrees of experience and training) and some trip structure, while at the same time preserving many of the benefits of the Common Adventure model.

One of the benefits a Cooperative Adventure program loses is protection from liability. By providing leaders, the institution assumes liability, which should be reduced through other means (waivers, clear warnings of risk to participants, Assumptions of Risk statements, training of leaders, etc.).

Elements of the Cooperative Adventure Concept

Not only do a number of college outdoor programs use the Cooperative Adventure philosophy, but also for reasons related to liability and to safety, the American Canoe Association Safety Committee has promoted the Cooperative Adventure concept, in place of a Guided model, for canoe and kayak clubs (Walbridge, 1986a, 1986b). The following description of some of the elements which are part of the Cooperative Adventure concept is adapted from a staff manual (Guthrie & Hutton, 1993).

In Cooperative Adventurer trips, a sponsoring agency initiates the trip and provides leaders who serve as "coordinators" or "facilitators." Nevertheless, all participants are expected to assume certain responsibilities. The particular responsibilities any individual assumes depends, in part, upon their experience and ability. The more experienced or able a person is, the more they may be able to contribute to the group.

In a Cooperative Adventure, participants are responsible for decisions such as the following. These are adapted from the ACA Whitewater Safety Committee's guidelines (Walbridge, 1986b):

1. The decision to go on a trip.
2. The decision to hike the selected trail, climb the selected route, boat the selected river, under the conditions existing at the time. The selected trail, route, or river may not be the scheduled one.
3. The decision regarding what equipment to take with them.
4. The decision to scout any river rapid, the decision to ascertain the difficulties or dangers of a mountain or trail, to determine for themselves whether to undertake a given risk or to attempt a particular challenge.
5. The decision whether to run any rapid, to complete the climb, and so forth.
6. The decision to pass up any opportunity to quit or turn back.

Cooperative Adventure trips *are not guided trips*. Typically they rely on volunteers to help "run" the trips. **These volunteer leaders are also participants**. They generally have more experience than the other participants, and therefore have willingly assumed greater responsibilities. However, it is important for the participant to understand clearly the responsibilities of both the leaders and the participants. One of most important responsibilities of the trip leader and the sponsoring outdoor program is to make sure that participants understand the philosophy of such a program and its trips and that they understand and assume some responsibilities for themselves.

The role of the "leader" in a Cooperative Adventure trip is to function as a trip coordinator to *assist the participants* in the smooth running of the trip, rather than to act like a guide who is directing or controlling the trip or its participants.

The coordinators (facilitators) *may or may not* do such things as gather information, publicize and promote a trip, or make decisions regarding where or when to go or do some activity. Self-reliance by the participants and cooperation among participants, rather than reliance upon leaders, are goals of leaders.

Generally, leaders will attempt to inform and educate participants regarding equipment or accepted safety practices, but being informed and educated is a two-way action. The participant needs to be willing to solicit and to accept information and to be educated. Ideally the participant, rather than the leader, is the person ultimately responsible for the participant's safety and well-being.

By making participants involved in the decision making process and asking participants to make the decisions and to accept (assume) the responsibility for their decisions, the ACA is attempting to reduce the liability risks for the parent organization, the canoe/kayak club. (The ACA also encourages the use of waivers.) The liability issue is a good reason for a program to adopt a Cooperative Adventure model.

Unlike in a true Common Adventure model, in a Cooperative Adventure model the leaders may be legally responsible, hence potentially liable. However, the emphasis in the Cooperative Adventure model is on the participants willingly knowing, understanding, and accepting (assuming) the risk. This is coupled with the use of a waiver. So long as participants do not perceive the leader to be insurer of their safety and they knowingly accept the risks, then the Cooperative Adventure leader is relatively protected from ordinary negligence liability.

Many clubs use the Cooperative Adventure Model. However, not all club trips are run under the Cooperative Adventure model. Some club trips may be run as a Common Adventure trip, and other club trips (especially climbing clubs) may be run autocratically (the Guide Service model), or they may provide instructionally oriented workshops or classes. A club activity may be run under any philosophy on the continuum.

Therefore, what Watters termed the Club model would be better termed the Cooperative Adventure model, for clubs are merely one type of organizational structure using the Cooperative Adventure model.

In his article, Watters noted Rennie's distinction between Common Adventure and Cooperative Adventure, but thought it to be just a variant of common adventurism. Rather, I suggest that the Cooperative Adventure model has evolved from the Common Adventure model into its own, and they are now distinct.

Cooperative Adventure trips are philosophically between Common Adventure trips and educationally based trips. Many clubs use the Cooperative Adventure format because it is appropriate for volunteer programs, which typically do not have the highly trained and skilled leaders which a guide service employs. Typically, Cooperative Adventure trips are more recreationally oriented, and not as content or process oriented as educational trips need to be, yet they provide structure and a degree of leadership for beginners and those who desire more structure than Common Adventurer trips provide.

Trips under the Cooperative Adventure model are more structured than those occurring under the Common Adventure model, but they necessarily are less structured than Instructional or Adventure Education trips (discussed below). They are less structured than Instructional or Adventure Education trips because, with the educational focus of those trips, participants are operating under constraints determined by the learning objectives and the educational focus of the course. The very nature of an educationally based trip, its learning

content orientation, precludes it from being a Cooperative Adventure trip. Common Adventure and Cooperative Adventure trips are generally more recreationally focused (Note 1).

A word of warning. Cooperative Adventure programs often use volunteer leaders. So do children's programs. The mere use of volunteer leaders does not make a program Cooperative Adventure, either for adult or children's programs. Especially with children's programs, due to the age of children and, legally, their inability to adequately understand and assess risks, leadership of children can not be as loosely structured as with adults. Leaders of children, even if volunteer, must still run under an Instructional or Guide Service model.

II

Under the category of "Instructional Programs," Watters conjoins programs which tend either to a) focus on instructing the technical activity skills (are Technical Skill Based) or b) have an experiential education focus (in the literature, these typically are called Adventure Education programs). I suggest that Adventure Education programs should be distinguished from Instructional Programs (Note 2).

Instructional Programs which are Technical Skill Based have as their primary goal the teaching of technical skills so the participant can be a safer, more highly skilled practitioner of the activity. The courses tend to be fairly highly structured, because the teachers have the students for a fairly short period time, and the goals of the course are limited primarily to the technical skills. These programs are typically conducted by guide services, community recreation outdoor programs, school and college physical education departments, and many college outdoor programs.

Paradigm examples of Adventure Education outdoor programs include Outward Bound, NOLS, and WEA courses. Adventure Education programs are concerned with more than the technical skills. They typically want to teach interpersonal leadership and working-with-people skills, and/or want to facilitate intrapersonal psychological growth and develop areas such as self-confidence and self-esteem. They tend to be educationally oriented towards both content and process. They typically consider themselves to be a form of experiential education (for discussions, see Miles and Priest, 1990). Because experiential education assumes that the learner must be actively involved in the learning process, in decision making, and in making choices, Adventure Education program leaders are much less directive than are leaders in a Guide Service program or a Technical Skills Based program.

In an Adventure Education program, participants have a greater measure of control over what they do in the program, and the educational goals are different. Another characteristic typical of many Adventure Education programs is that the degree of participant control may shift during the program. At the beginning of a 24-day course, leaders may be more directive; by the end, the students may be mostly in control of the decision making.

Thus, initially in an Adventure Education program, the leadership style may be more directive, more instructor oriented and Technical Skill Based; but as the participants mature and develop within a course, the program will move towards a Common Adventure/ Cooperative Adventure model. Therefore philosophically Technical Skill Based instructional programs and Adventure Education instructional programs are distinguishable. Adventure Education programs are intermediate on Watters' scale between Common

Adventure programs and Guide Service programs. With their emphasis on participant involvement, they should be placed to the left of Instructional Programs on the continuum; yet with their educational focus, they typically have more structure than a Cooperative Adventure activity.

NOLS, Outward Bound, and WEA offer paradigm examples of the Adventure Education model, but a skill based college outdoor program trip or physical education course (e.g., rock climbing) may well use elements of an Adventure Education philosophy, or may even consider itself to be using the Adventure Education model. A given program or outing may not clearly be one model or another; rather in characterizing a specific program, consideration must be given to the primary goals and philosophy of the trip, the involvement of participants, and the predominant leadership style of the leaders on that trip. Some particular trips or programs may not readily be characterized (Note 3).

III

I have suggested two changes in Watters' continuum: That Watters' Club model is more aptly called a Cooperative Adventure model; and that there is a separation between Adventure Education and other Instructional Programs. I have briefly explained the Cooperative Adventure model to show its place on the continuum between Common Adventure and Adventure Education.

Following is the revised continuum:

Least Organizational Control				Most Organizational Control
Common Adventure	Cooperative Adventure	Adventure Education	Instructional/ School	Guided/ Packaged

There is a need for outdoor programmers and leaders to be aware of the Cooperative Adventure model, in addition to the other models. It is important for both leaders and participants to understand the model they are functioning under, because which philosophical model a particular trip runs under serves as the foundation for expectations and actions appropriate for both leaders and participants on that trip.

Notes

1. This is not to say that learning does not take place. Learning does take place, and this can be demonstrated through research. But the learning is not structured, nor are learning experiences the foci of these trips.
2. It is important to remember that not all "Adventure Education" programs are to be considered "outdoor programs" in the sense this article is referring to. This article is concerned with "outdoor pursuits" programs, in contrast to programs such as "ropes course" or "challenge course" based programs.
3. As Watters pointed out, a particular organization may conduct trips or programs under more than one model. For example, a whitewater rafting program may run traditional Guide Service trips, and it may teach canoeing or kayaking under an Instructional model. (However, most rafting companies do *not* offer an instructional program.)

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SOFTWARE FOR OUTDOOR PROGRAMS

Will Hargett

Introduction of Cornell Outdoor Education

Cornell Outdoor Education (COE) was established in 1972 with it's first freshman orientation trips. Today it serves over 4000 participants, with 7980 program days. COE trains and maintains a staff of 150 student leaders who teach 129 different courses. COE offers courses for P.E. credit, for alumni and just for fun. The program is proud to have a state of the art challenge course, indoor climbing wall, and extensive outdoor equipment rental program. COE employees 8 full time, and 3 part time employees. The operating budget is generated primarily by fees. COE has a operating budget of approximately $850,000. With such a large program COE needed a way to manage information quickly and easily. There was nothing available commercially so COE built its own database.

COE developed and uses a database written in 4th Dimension. I will refer to this database as "4D". COE has spent approximately $65,000 for the last 10 years building, developing and enhancing the most powerful and comprehensive database ever built for the outdoor education industry. This database is easy to use and easy to maintain. Your outdoor program can use it with one computer or 50. 4D was not built by just programmers. Cornell Outdoor Education's entire staff designed, end enhanced this powerful database. With constant input from the users this database was designed with the user in mind.

But, why use software for your outdoor program? COE considered the pros and cons of using software, and decided it was to their advantage to have such a system. Below are some of the Pros and Cons of purchasing a information management system.

Pros:
- Easily track and maintain history of transactions, courses, instructors, members;
- Reporting functions are invaluable when presenting information
- Improved decision making with quicker access to information
- Improved customer service with reservations, search and sort functions

Cons:
- Initial expense is high for software
- Must have someone on staff, or access to someone who can maintain the system
- Must have adequate hardware to maintain an efficient system

There are of course more pros and cons, but this should get you thinking about your current resources and if such a computer system would help your program. Below is a detailed listing of the major functions of COE's 4D database. These are the functions we have found most useful.

Course Enrollment - Enroll students on courses and maintain a accurate easy to read roster that is printable. The information that is gathered from each student in the course enrollment area of 4D allows the user to create valuable enrollment reports. Easily track statistics of courses such as enrollment information, waitlists, payment type, financial aid, balance due and more.

Extensive Receipt Functions and Tracking - Create receipts when enrolling students, selling equipment, and renting equipment. These receipts are stored in the database and are easy to find, sort and track.

Customer Management - Maintain current information on your customers, students, employees and more. View history of customer transactions, courses taken and equipment rented. Easily search and sort for current or past customers. Create mailing labels with ease.

Instructor Contracts - Create, maintain and track instructors work history with your program. Track their first aid and cpr certifications, and any other information you need maintained. These contracts have all the important information about your instructors such as pay scale, pay per day, address, instructor phone, course they are teaching and when they are teaching it. Can also create and print instructor phone and e-mail lists by course.

Accounting Functions - 4D allows the user to track accounts receivables for courses, rentals, and sales. From within accounts receivables the user can do deposits for regular course and rental receipts and refund receipts. There is also a area in 4-D where the user can view all old deposits to easily track financial history.

Rentals/Reservations and Sales - Easy to read printable rental receipt displays all rental information. Ability to put sale and rental items on same receipt. Rent/reserve by the month, week, day or half day. Easily check rental item availability at the receipt screen. Reserve, rent, sell anything...4D knows when equipment is due, overdue, out of service, or sold.

Inventory Tracking - Maintain inventory control over all of your sale and rental inventory. Easily check current inventory, add to or remove from inventory. Printable inventory report.

User Security - 4D has its own security functions that the administrator can maintain and control. Easy to use and administer.

Extensive Reporting Functions - Currently there are several useful reports that are easy to print from 4D such as: Enrollment reports, rental income reports, inventory reports, financial aid reports, instructor certification reports and more. Reports can be easily exported to Microsoft Excel.

The future of 4D at Cornell Outdoor Education - Centralization of information is key to performing efficient administrative functions. For this reason COE is attempting to integrate it's 4D database with as many administrative functions as possible. This should allow for less human error, a time saving piece and more control over information flow. Below are several "next steps" that COE is currently working on with 4D.

Integration of our 4D database with our web site - www.athletics.cornell.edu/coe This integration will allow us to maintain synergy between our database and our website. When we change a course schedule, or course fee in our database it will automatically update the web site. This will remove a time consuming administrative step for us. We make course schedule changes daily and changing them in so many different areas is a waste of valuable time. Eventually students interested in registering for courses will also be able to enroll online, and see course enrollment information.

Produce a Program Calendar - This calendar would allow us to have a online, up to the minute view of all of our courses, facility rentals, transportation needs and more. This calendar would be produced directly from our 4D database, allowing us to have to update information in only one place.

Expense Tracking Capabilities - Currently there is no expense tracking done through 4-D. It only tracks income from courses, rentals and sales. In the future we would like to

track all expenses with 4-D. This would allow us to generate more timely and accurate income/expense reports for each course, program areas, rentals, sales and more.

Constant improvements - COE budgets money every year to make enhancements to their 4D database. We work closely with a 4th Dimension programmer to do upgrades, enhancements, and to create newer and improved reports.

COE is interested in selling 4D to other outdoor programs. We feel that other outdoor programs need and want a system that can handle course enrollment, instructor contracts, accounting functions, rentals, sales and reservations. For a outdoor program to grow it needs the ability to track what it has done and what it is currently doing. This information can then be shared with administrators to show them how many students are served, what types of students, and for how long they were involved in program activities. We need to know if our instructor certifications are up to date, how much they get paid per course, who they are teaching with, and what courses they are teaching. All this information should be a couple mouse clicks away and it is in 4D. We also want to know how much money we made renting tents, sleeping bags and rock shoes last year. 4D does this, for it tracks all receipts and income per item. It has allowed COE to make improved purchasing decisions.

COE is not in the computer business, and we do not want to provide support for software. But, we do want to make a valuable resource available to other outdoor programs. This software has served us well and could serve many other programs well.

There are several ways that COE could sell 4D. One way is to just sell it with no support. Most programs are not very excited about this, unless they have good technical support in-house. Another way may be to start a cooperative where a group of outdoor programs purchase the database and share in support costs. COE is trying to gauge the level of interest that other programs have in purchasing such a database. If you are interested then please contact Will Hargett (see contact information at end of article).

Gooey Techie Information...

COE created it's 4D database using 4th Dimension database software. This software is a 32-bit cross platform relational database management system. COE uses 4D server which provides a completely integrated architecture in which both client and server use a single 4D application. 4D server is a RAD, client/server, relational database with web capabilities.

4D server includes:

- Integrated Architecture
- "Zero Admin" Data and application Server
- Integrated Web server
- Development Server
- Application Server

Minimum System Requirements

- Pentium 90
- Windows 95, 98 or NT
- 32 Mb of RAM minimum (48 recommended)

Mac OS

Power Macintosh 6100
Mac OS 7.6.1 or later
20 Mb of RAM minimum (32 recommended)
13" screen with 256 colors

For further information, contact:

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